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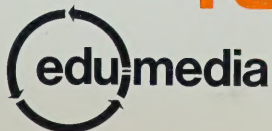


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SPELL/WRITE

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TEACHER'S EDITION

LEVEL 1

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Kitchener, Ontario

in association with

EDUCATIONAL DEVELOPMENT CORPORATION

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Colour Coding by Grade Level
Level One—Orange
Level Two—Blue
Level Three—Red
Level Four—Dark Green
Level Five—Yellow
Level Six—Brown
Level Seven—Light Green
Level Eight—Purple

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SPELL\WRITE

TEACHER'S EDITION

LEVEL 1



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Spelling in Grade 1

THE APPROACH TO SPELLING

Spell/Write gives first-graders a three-step approach to learning to spell:

1. **Sight to Sound.** Pupils are led to discover and identify sounds in known words.
2. **Sound to Symbol.** Pupils associate the sounds with their symbols or letters.
3. **Symbol to Shape.** Pupils develop awareness of letter shape and are guided in forming letters.

This three-step approach leads pupils to write word parts and words. Moreover, it equips them to approach, spell, and correctly write new words.

INTRODUCTION

INDIVIDUAL DIFFERENCES

Spell/Write assumes that each child has had unique language and learning experiences. Thus, the grade 1 program allows for individual differences in learning skills needed to recognize sounds and symbols and in learning how to form letters. Readiness to recognize sounds and symbols is always there when pupils need it.

THE LINGUISTIC CONTRIBUTION

The program utilizes modern linguistic thinking in organization and approach. Speech sounds are presented in ascending order of difficulty: The most easily articulated sounds are presented first, followed by the more difficult. Instruction always begins with a speech sound. Once a sound is identified a symbol is associated with it. Finally, writing reinforcement takes place.

The word list has been selected from words that name familiar objects (such as **hat**) as well as those that identify relatively easy abstract ideas (such as **jump**), as is true of many early reading experiences. Left-to-right discrimination is built into the design of the pages so that as spelling instruction takes place the left-to-right eye movement and sweep may be reinforced.

The grade 1 *Spell/Write* is intended to be begun at approximately the middle of the school year.

Organization

HANDWRITING READINESS

Handwriting readiness exercises for pupils are presented on pages 3 through 15. While pupils become acquainted with basic handwriting vocabulary they identify and **practise** the strokes used in forming letters.

SOUND-SYMBOL-SHAPE UNITS

The basic spelling program is on pages 16 through 67. Each two-page unit presents a complete study of a letter. Small letters always appear on a left-hand page and capital letters appear on the facing page.

Making the Sound. Each unit begins with an explanation of how to produce a speech sound. This explanation enables you to better understand any problems pupils might have when trying to produce a specific sound, to analyze these problems, and to intercept and prevent wrong ideas about making the sound.

Getting Started. The teaching instructions begin with a warm-up activity that prepares pupils for the lesson. The activities are varied for motivation while maintaining needed repetition.

OPTIONAL USES OF SOUND- SYMBOL-SHAPE UNITS

The units have been designed to allow maximum freedom in teaching spelling and handwriting. *Spell/Write* can be used in any one of the following ways:

1. *The letters may be presented in ascending order of difficulty of sound production.* They are presented this way in *Spell/Write*. By beginning with the letter p on pages 16 and 17 and proceeding to x on pages 66 and 67 you will be beginning with the easiest sound and ending with one of the most difficult. Handwriting activities for each letter are provided on the same page as the spelling activities and can be taught at the same time.

Some teachers may prefer to teach handwriting by presenting the letters in alphabetical order; others may prefer to use a sequence based on the similarities of the strokes used in writing the letters and beginning with the simplest letters. (In either case, capital and small letters may be taught together or separately. This book presents small letters on left-hand pages and capital letters on right-hand pages so that they may be presented either way.) If you prefer to present letters according to stroke similarity, grouping the letters in the following way is recommended. Small letters: l, i, t; v, w, y, x, k, z; o, c, e, a, d, g, q, b, p; n, m, h, r; u, f, j, s. Small u, f, j, and s are often put together because they are so unlike the other letters. However, u can be taught in the same group as n, f in the same group as t, and j in the same group as g. Then small s is taught after small r. Capital letters: L, T, I, F, E, H; N, M, A, V, W, X, K, Y, Z; O, Q, C, G; P, B, R, D; J, U, S.

2. *Sound, symbol, or shape may be concentrated on.* As noted earlier, the spelling unit pages are organized into three sections. The top sections always deal with sound isolation, the middle sections with symbol recognition, and the bottom sections with handwriting. This division allows you to concentrate exclusively on one skill area at a time with pupils.

For example, if some pupils show particular deficiency in distinguishing between the configurations of letters, you may work with them, using parts of the Sound-Symbol-Shape units, to increase their proficiency. Similarly, problems in sound production or handwriting can be dealt with by concentrating on either the upper or lower parts.

3. *Other individual variations are possible.* Generally, you will begin in the upper left portion of a spelling unit and move to the two parts below in order to complete the page. You may wish to vary this procedure by working across the top parts of a spelling unit, thus introducing both small and capital letters before moving down.

For example, if pupils demonstrate a capacity to easily understand the difference between small and capital letters, then they would be capable of dealing with both of the Sight to Sound sections of one letter and then proceeding to both sections of Sound to Symbol, and so forth.

For purposes of review, pairing the sections in small and capital letters may be particularly useful.

THE SPELLING SUPPLEMENTS

Diagnostic Supplement (pages 68 through 73). The objective of this supplement is to determine which pupils are experiencing difficulty in differentiating between sounds, producing sounds, or associating sounds with their symbols. All twenty-six letters are included by using pictures similar to those employed in the Sight to Sound sections of pages 16 through 67.

Enrichment Supplement (pages 74 through 83). Using four different types of activities this supplement provides fast learners with challenges in word association, oral expression, and some basic abstract reasoning situations that relate to spelling skills.

Transition Supplement (pages 84 through 112). This supplement provides a bridge between this text and any grade 2 spelling program. Pupils work with key letters in other than the initial position, word family games, and visual discrimination activities.

Note that the pupil pages are organized into three sections:

1. **Sight to Sound.** The objective of this section is to help pupils discover that words are made of certain sounds, any one of which is represented by a letter or letters of the alphabet. The sound under study is always represented by the initial letter (except for x) of the word that names a key picture. This picture usually reappears in a different form on the facing page.

The Sight to Sound sections are always at the top of each spelling unit.

2. **Sound to Symbol.** When pupils are comfortable with the idea that the names of objects can be divided into isolated sounds, the sum of which blend together to become the name of the object, they are ready to learn that sounds have symbols that can be identified on a printed page.

The early Sound to Symbol sections ask pupils to find key letters among other letters or to identify a picture whose name has the same initial sound. Later units require pupils to identify single letters within familiar words.

The Sound to Symbol sections are always in the middle of each spelling unit.

3. **Symbol to Shape.** After associating sound and symbol pupils are ready for the kinesthetic reinforcement of that association through the writing of the letter. Pupils are shown the formation of each letter and then are guided in tracing and writing the letter.

The Symbol to Shape sections are always at the bottom of each spelling unit.

Special Problems. Most letters have characteristics that can present special difficulties in the areas of sound, symbol, or shape. For example, the b sound is very easy for most people to pronounce, but its sound may be confused with v by some Spanish-speaking pupils. The shape of small b presents a special problem for some pupils when they compare it with small d or p. Some letters may be easy to recognize but difficult to pronounce or write.

Spelling - Reading Correlation Chart

Phonic Analysis

Auditory-Visual Discrimination

Consonants	Initial						Final	
	/b/b	1: 18–19, 68, 76, 77, 78, 84, 100–101, 110–111*	/h/h	1: 40–41, 71, 76, 80, 84	/s/s	1: 54–55, 72, 75, 77, 79, 85	/k/c	6: 3
			/j/j	1: 50–51, 72, 77, 82, 85			/g/g	1: 108–109
			/k/k	1: 34–35, 70, 76, 82, 84	/t/t	1: 20–21, 68, 74, 76, 78, 84, 106–107, 110–111	/n/n	1: 108–109
	2: 2		/l/l	1: 52–53, 72, 75, 77, 78, 85			/s/s	4: 21
	/k/c	1: 32–33, 70, 75, 76, 80, 84	/m/m	1: 26–27, 69, 76, 80, 84, 104–105, 110–111	/v/v	1: 46–47, 71, 76, 79, 85	/z/s	4: 21
	/d/d	1: 22–23, 68, 76, 78, 84, 104–105, 110–111	/n/n	1: 28–29, 69, 76, 82, 84, 102–103, 110–111	/w/w	1: 42–43, 71, 76, 77, 81, 85	/t/t	1: 108–109
	/f/f	1: 44–45, 69, 76, 80, 85, 102–103, 110–111			/y/y	1: 62–63, 73, 77, 82, 85	/ks/x	1: 66–67, 73, 85
			/p/p	1: 16–17, 68, 74, 76, 77, 78, 84, 106–107, 110–111	/z/z	1: 56–57, 72, 75, 77, 79, 85		
	/g/g	1: 36–37, 70, 76, 77, 81, 84, 100–101, 110–111	/r/r	1: 60–61, 73, 77, 81, 85	*Level 1 notations refer to page numbers. All other notations refer to unit numbers.			

*Level 1 notations refer to page numbers. All other notations refer to unit numbers.

Consonant Blends	Initial					Final		
	/bl/bl	3: 4	/fl/fl	2: 13	/sl/sl	2: 13	/mp/mp	2: 14
	/br/br	2: 11		3: 4		3: 3	/nd/nd	2: 14
	/kl/cl	2: 10	/fr/fr	2: 13	/sp/sp	2: 12	/ngk/nk	2: 15
		3: 3	/gl/gl	3: 5	/st/st	2: 12	/nt/nt	2: 15
	/kr/cr	2: 10	/gr/gr	2: 11	/tr/tr	2: 12	/st/st	2: 14
	/dr/dr	2: 11	/pl/pl	2: 10				
		3: 3		3: 5				

Consonant Clusters	Initial		Medial		Final	
	/ch/ch	2: 19	/sh/sh	2: 19	/ij/age	6: 4
	/k/ch	6: 17, 20	unvoiced /th/th	2: 20	/t/bt	6: 18, 20
		7: 6	voiced / th /th	2: 20	/s/ce	5: 32
	/s/ci	5: 32	/hw/wh	2: 20	/ch/ch	2: 21
	/g/gu	5: 25	/r/wr	6: 18, 20	/k/ck	2: 22
	/n/kn	6: 18, 20				3: 4
	/f/ph	6: 16			/j/ge	5: 32
		7: 6	/sh/ci	7: 18	/t/gh	5: 30
	/kw/qu	1: 64-65, 73, 77, 81, 85	/kw/qu	6: 16	/g/gue	7: 7
		2: 19		7: 6	/k/gue	7: 7
		3: 5	/sh/ti	7: 18	/l/ll	2: 22
					/m/lm	6: 18, 20
					/ng/ng	2: 21
					/t/ph	6: 16, 20
					/s/se	4: 6, 7
					/sh/sh	2: 21
						3: 4
					/s/ss	2: 22
						3: 6, 15
					/z/se	4: 6, 7
					/v/ve	5: 33

Vowels	Short		Long	
	/a/a	1: 24-25, 68, 74, 76, 83, 84, 88-89, 98-99	/i/i	(in first syllable of C-V-C-C word) 4: 27
		2: 2, 3, 8	/i/o	4: 26
		3: 2, 30	/o/o	1: 48-49, 71, 83, 85, 94-95, 98-99
		7: 2		2: 5, 8
	/a/a	(in first syllable of C-V-C-C word) 4: 27		3: 2, 30
	/e/a	2: 27		4: 31
		5: 16		7: 2
	/e/e	1: 30-31, 69, 75, 83, 84, 90-91, 98-99	/o/o	(in first syllable of C-V-C-C word) 4: 27
		2: 4, 8	/u/o	4: 16, 17
		3: 2, 30		5: 18, 21, 28
		7: 2	/i/u	4: 26
	/e/e	(in first syllable of C-V-C-C word) 4: 27		5: 17
	/i/e	4: 12	/u/u	1: 58-59, 72, 77, 83, 85, 96-97, 98-99
	/ist/est	6: 30		2: 7, 8
	/i/i	1: 38-39, 70, 76, 83, 84, 92-93, 98-99		3: 2, 30
		2: 2, 6, 8	/u/u	(in first syllable of C-V-C-C word) 4: 27
		3: 2, 30		7: 2
		7: 2	/i/y	6: 17
				7: 2, 6

Long		Long	
/ā/a	(at the end of a syllable) 4: 28	/ō/o	(at the end of a syllable) 4: 28
/ā/a (a-C-e)	2: 24, 25		7: 3
	3: 3	/ō/o (o-C-e)	2: 24, 27
	4: 4, 11, 28		3: 3, 14, 15
	5: 3		4: 6, 11
	7: 3		7: 3
	8: 6		8: 6
/ā/a (a-C-le)	3: 30	/öld/old	3: 32
/ē/e	(at the end of a syllable) 4: 28	/öst/ost	4: 23
	7: 3	/öth/oth	4: 23
/ē/i	5: 4	/ū/u	(at the end of a syllable) 4: 28
/ī/i	(at the end of a syllable) 4: 28		7: 3
	7: 3	/ū/u (u-C-e)	2: 24, 28
/ī/i (i-C-e)	2: 24, 26		3: 3
	3: 3		7: 3
	4: 7, 11		8: 6
	7: 3	/ē/y	2: 29
	8: 6		4: 20, 25, 30
/ī/i (i-C-le)	3: 30		7: 3
/īld/ild	4: 14	/i/y	2: 29
/īnd/ind	3: 32		4: 22
	4: 14		6: 17
			7: 2

Auditory-Visual Discrimination—*Continued*

Vowel Digraphs	/ā/ai	3: 11, 12 4: 4, 11, 28 5: 3 7: 3	/ū/eau	4: 22 2: 28 3: 3, 9, 10 4: 5, 11, 21, 25	/ē/ie	4: 18 5: 30 6: 27 7: 3	/ù/ou	4: 18 2: 20 4: 19, 25 2: 21
	/e/ai	5: 16	/ē/ei	7: 3	/ī/ie	4: 22, 25 7: 3	/ô/ough	3: 17
	/ā/aigh	5: 3		4: 18		2: 14	/ô/ough	5: 6
	/ô/au	4: 21		5: 4, 30		3: 22	/ô/ow	3: 14, 15, 17 4: 6, 11
	/ô/augh	3: 17		6: 27		4: 13, 22, 25		5: 6
	/ô/aw	3: 31		7: 3		7: 3		7: 3
	/ā/ay	3: 11, 12 4: 4 7: 3	/ā/eigh	4: 27, 28	/ō/oa	3: 15 4: 6, 11 7: 3	/ü/ue	4: 20
	/e/ay	5: 16		5: 30		5: 18, 28	/ü/ue	5: 33
	/ā/ea	4: 28 7: 3		6: 27		2: 20	/i/ui	5: 17
	/e/ea	3: 15		7: 3		4: 8	/ü/ui	4: 22
		4: 15, 17		3: 19		2: 20	/i/uy	5: 5
		5: 16, 24		2: 19		4: 8, 22		
	/ē/ea	3: 9, 10	/ē/ey	5: 3	/ô/ou	4: 23		
		4: 5, 11		4: 21, 25		4: 16, 17		
		7: 3		7: 3		5: 21, 28		
			/e/ie	2: 31				
Vowel Diphthongs	/oi/oi	3: 16 4: 9	/oi/oy	3: 16 4: 9	/ou/ou	3: 17 4: 9	/ou/ow	3: 17 4: 9
Other Vowels	/ôl/all	3: 31	/ü/o	4: 19, 22, 25	/ü/u	4: 18	/ü/u	4: 19, 25
	/ô/o	3: 31						
R-Controlled Vowels	/âr/air	4: 12, 17		3: 14	/êr/ere	2: 12	/êr/or	2: 12
	/âr/ar	3: 7		4: 13	/âr/ere	4: 30		4: 13
		7: 24	/ir/ear	4: 12, 17	/ir/ier	6: 18	/êr/or	3: 14
		8: 2		4: 12, 17	/êr/ir	3: 8	/ôr/or	3: 7
	/ôr/ar	4: 5		6: 18		7: 24		7: 24
	/âr/are	4: 12, 17	/âr/eir	2: 19		8: 2		8: 2
	/âr/ear	2: 31		3: 8	/ör/oor	2: 25	/êr/ur	3: 8
	/êr/ear	2: 12		7: 24	/ör/our	2: 25		7: 24
				8: 2				8: 2

Schwa

/ə/ as an unaccented vowel symbol	7: 4	/ənt/ant	6: 4 8: 8	/əns/ence	6: 3, 12 8: 8	/ishən/ition	6: 5 8: 8
Association of schwa sound with a given group of words	7: 5	/ər/ar	4: 14, 17 5: 13, 15, 32	/ənt/ent	6: 3, 12 8: 8	/əl/le	5: 12, 15 6: 10, 12
/ə/a	3: 28 4: 8, 9, 15, 24, 33 5: 9, 15 7: 4	/āshən/ation	6: 5 8: 8	/ər/er	4: 14, 17 5: 13, 15, 32 6: 11, 12, 17	/ə/o	4: 33 7: 4
/ən/ain	5: 11, 15	/shəl/cial	6: 31	/ə/i	4: 33 7: 4	/əm/om	6: 8, 9
/əl/al	6: 7, 9, 12	/shən/cian	8: 8	/əs/ice	5: 11, 15	/ən/on	5: 10, 15
/əm/am	6: 9	/ə/e	4: 15, 33 7: 4	/əl/il	6: 10, 12	/ər/or	4: 14, 17 5: 13, 15, 32 6: 11, 12, 17
/əns/ance	6: 4 8: 8	/əl/el	5: 12, 15 6: 9, 12	/əl/ile	6: 6	/ət/ot	6: 26
		/əm/em	6: 9	/ən/in	6: 10	/shən/sion, tion	8: 8
		/ən/en	5: 10, 15 6: 10	/ən/ion	6: 5	/ə/u	7: 4

Syllabication

Dividing words between the consonant and the second vowel letter when the first vowel sound is short	6: 14, 20 7: 20	separate the vowel sounds	6: 14, 20 7: 20	Noting syllables in compound words	3: 22	Seeing syllabication in words in which the two vowels together split to form separate syllables	5: 33
Dividing words between the first vowel letter and the consonant when the first vowel sound is long	6: 14, 20 7: 20	Hearing a schwa sound for the vowel letter when the syllable is unaccented	8: 6	Putting syllables together to form words	3: 22, 25 4: 9, 20	Seeing that /ə/a indicates an unaccented syllable	3: 28 4: 8, 9, 15, 24, 33 5: 9, 15
Dividing words between two consonants when the consonants		Marking accented syllables	5: 14 6: 13 8: 11	Seeing how suffixes add syllables to words	5: 5	Seeing that vowel sound is a clue to syllabication	4: 10 5: 14 6: 13, 15, 20 7: 20 8: 11
		Noting primary accents	5: 14 6: 13 8: 11	Seeing how words are divided into syllables in a dictionary	3: 13 4: 10 5: 14 6: 13 7: 20 8: 11		
		Noting secondary accents	6: 13 8: 11				

Visual Discrimination

Seeing antonyms	5: 20 6: 31	Seeing root words	3: 26, 29 4: 23, 29, 30 5: 31	Seeing singular and plural forms	4: 23, 24 5: 31	Seeing synonyms	5: 20 6: 32 7: 29 8: 16, 25
Seeing homographs	5: 18						
Seeing prefixes	7: 14 8: 12			Seeing specific words	8: 27, 28		

Seeing words that are list words	2: 7, 12, 14, 20, 28	7: 16, 25	Seeing words that have blends	2: 11, 13, 15
4: 13	3: 7, 16, 18, 23	8: 24		
5: 4, 7, 21, 23, 26, 33	4: 5, 8, 9, 12, 15, 16,	Seeing words that are spelled	Separating words from groups of	6: 3, 9, 10, 11, 16, 18
6: 5, 7, 17, 33	19, 21, 24, 26,	differently	letters	7: 12, 15, 23
Seeing words that are spelled alike	31, 32	Seeing words that contain the same	Separating words in sentences	5: 8, 15, 22, 29, 34
1: 89, 91, 93, 95, 97,	5: 5, 16, 21, 25,	letters		6: 3, 4, 8, 10
101, 103, 105,	27, 30, 31	Seeing words that do not have		
107, 109, 111	6: 3, 15, 18, 19,	clusters or blends		
	24, 26			

Structural Analysis

Changing y to i in C-y words before adding endings	4: 23, 28	Dropping final e in V-C-e words before adding endings beginning with a vowel	3: 26, 27	Not doubling final consonants in V-V-C words before adding endings beginning with vowels	5: 26	plural ending s	4: 22, 25
5: 28, 31		4: 29, 30, 34		Not dropping final e before adding endings beginning with consonants	7: 9	Seeing that some words stand for both singular and plural forms	5: 31
6: 21		5: 27, 29		Not dropping final e in words ending with ce or ge before adding able and ous	7: 9	Possessives	6: 26
7: 10		6: 22	er and or as markers of agent	Plurals		Prefixes	6: 29
Compound words	2: 31	7: 9	4: 13	changing f to v and adding es to form plural	6: 26	anti	7: 15
3: 22		8: 3	5: 13	plural change from us to i	7: 26	com	5: 3
4: 26, 34		6: 11, 24, 25	6: 11, 24, 25	plural changes within words	8: 19	con	7: 14
5: 16, 17		Internal drop in words with addition of suffix	7: 16			de	4: 33
6: 33		Not changing y to i in V-y words before adding endings	7: 10	plural ending es	4: 24, 25	dis	5: 3
7: 27		Not doubling final consonants in one-syllable V-C-C words before adding endings beginning with vowels	5: 25, 29			en	5: 4
8: 17, 18		8: 4	8: 5			ex	5: 4
Contractions	3: 24					im	5: 3
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6: 29							
Doubling final consonant in C-V-C words before adding endings	3: 22, 28, 29						
4: 30, 34							
5: 24							
6: 23							
7: 11							
8: 5							

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Sound Production Chart

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/a/	cat after	The sound is voiced, produced with lips unrounded, tongue partially elevated, and jaw dropped.	The beginning short a sound may be confused with the name of the letter.
/ā/	base mail say	The sound is voiced, produced with lips unrounded and tongue slightly raised and in mid-position.	
/ã/	care stair	Same as /ā/, with tongue farther back.	
/ä/	car father	The sound is voiced, produced with tongue dropped and forward (often touching lower gum ridge) and jaw dropped.	
/e/	bet said	The sound is voiced, produced with lips unrounded and tongue slightly elevated in the middle of the mouth.	The beginning short e sound is often confused with the name of the letter.
/ē/	seed mean	The sound is voiced, produced with lips widened and the back of the tongue backed and high.	

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ɛr/	work earn	The sound is voiced, produced with lips slightly rounded and tongue relaxed.	
/əɾ/	weather actor	Same as /ɛr/, but occurs in unstressed syllables.	
/i/	six	The sound is voiced, produced with lips unrounded and tongue partly elevated.	The beginning short i sound may be confused with the name of the letter.
/ī/	wise fry	The sound is voiced, produced with lips unrounded, tongue low, and jaw slightly dropped.	
/o/	spot	The sound is voiced, produced with lips unrounded, tongue low, and jaw dropped.	The beginning short o sound may be confused with the name of the letter.
/ō/	pole goal	The sound is voiced, produced with lips rounded and tongue slightly raised in the middle.	
/ô/	all dog	Same as /ô/, with less rounding of lips and with tongue relaxed.	
/oi/	moist enjoy	The sound is voiced, produced with lips rounded and tongue back and slightly lowered.	

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ou/	loud crowd	The sound is voiced, produced with lips parted and tongue in the middle and slightly raised.	
/u/	sun cover	The sound is voiced, produced with lips rounded and the back of the tongue elevated.	The beginning short u sound may be confused with the name of the letter.
/ü/	future	The sound is voiced, produced with lips rounded and tongue back, raised, and touching palate.	
/ù/	hood full	The sound is voiced, produced with lips rounded and tongue low and relaxed.	
/ü/	broom soup	Same as /ü/, except tongue does not touch palate.	
/ə/	among seven	The sound is voiced, produced with lips parted, tongue low and relaxed, and jaw slightly dropped.	
/b/	bake robbed	The sound is voiced, produced with both lips and without an audible explosion of air.	The b and p sounds may be confused with each other. Words with the blends br and bl may be confused with the isolated b sound.

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/ch/	chew lunch	The sound is voiceless, produced by combining /t/ and /sh/.	
/d/	deep pudding	The sound is voiced, produced with tongue contacting upper gum ridge. It is made with a relatively weak explosion of air.	The d and t sounds may be confused with each other. Words with the blend dr may be confused with the isolated d sound.
/f/	fox stiff	The sound is voiceless, produced with the contact of the lower lip with the upper teeth. The air makes an audible sound as it escapes through the narrow opening created by the lips touching the teeth.	The f and v sounds may be confused with each other. Words with the blends fl and fr may be confused with the isolated f sound.
/g/	goal dragged	The sound is voiced, produced with the back of the tongue elevated to touch the soft palate. The sound releases a sharp explosion of air.	The letter g has two sounds: /g/ and /j/, sometimes called the hard and soft sounds respectively.
/h/	hole	The sound is voiceless, produced with no apparent tongue position. The air is simply emitted.	
/hw/	when	The sound is voiceless. It is a w which is started with a puff of air.	
/j/	just cage	The sound is voiced, produced with tongue contacting the upper gum ridge as in the d sound.	Some pupils may substitute the d sound for the j sound.

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/k/	kite case	The sound is voiceless, produced with tongue elevated to touch the soft palate. The sound is made with a sharp explosion of air.	The k sound may be confused with the g sound, as in get .
/l/	learn doll	The sound is voiced, produced with the tip of the tongue touching the upper gum ridge while the sides of the tongue are lowered to allow air to escape.	Some pupils may substitute the y sound for the l sound. This problem usually relates to a developmental stage.
/m/	milk summer	The sound is voiced, produced with both lips. Because air escapes through the nose while the lips are closed, it is a nasal sound.	Because n and m have similar configurations, their sounds also may be confused with each other.
/n/	nice dinner	The sound is voiced, produced with tongue touching upper gum ridge.	Because m and n have similar configurations, their sounds also may be confused with each other.
/ng/	among uncle	The sound is voiced, produced with the back of the tongue touching the back of the palate. It is a nasal sound that results from the escape of air from the nose while the tongue closes the oral cavity. Lips are slightly open.	
/p/	pan stopping	The sound is voiceless, produced with both lips and a sharp explosion of air.	The p and b sounds may be confused.

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/r/	read	The sound is voiced, produced with the tip of the tongue directed upward toward the centre of the hard palate.	Some pupils may substitute the w sound for the r sound. This problem is usually related to a developmental stage.
/s/	sail nice	The sound is voiceless, produced with tongue held behind gum ridge. There is a sharp hissing sound and an audible sound of friction.	The s sound may be pronounced /th/ by pupils who lisp. This problem usually relates to a developmental stage. Words with the blends sp, st, and sl may be confused with the isolated s sound.
/sh/	show nation	The sound is voiceless, produced with lips slightly rounded and the sides of the tongue slightly raised.	
/t/	top setting	The sound is voiceless, produced with tongue contacting upper gum ridge. It is made with a sharp explosion of air.	The t and d sounds may be confused with each other. Words with the blend tr may be confused with the isolated t sound.
/th/	think	The sound is voiceless, produced with the tip of the tongue touching the upper teeth.	

Phonetic Symbol	Common Spellings	How Sound Is Produced	Audio Problems
/θh/	there smooth	Same as /th/, except the sound is voiced.	
/v/	valley of	The sound is voiced, produced with the contact of lower lip with upper teeth. The air makes an audible friction sound as it escapes through the narrow opening created by the lips touching the teeth.	The f and v sounds may be confused with each other.
/w/	wise	The sound is voiced, produced with both lips. The tongue glides rapidly from low in the mouth to the position for production of whatever vowel follows the w.	
/y/	yes	The sound is voiced, produced with tongue moving rapidly from the position of the long i sound, as in my, to the following vowel.	The sound of the letter y is sometimes confused with the name of the letter u.
/z/	zoo rose	The sound is voiced, produced with tongue held behind gum ridge.	
/zh/	measure	Same as /sh/, except the sound is voiced.	

SPELL/WRITE

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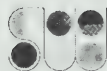
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ANNOTATED PUPIL'S TEXTBOOK

Handwriting Readiness

During the first half of grade 1 pupils should have ample opportunity to strengthen their eye-hand coordination and develop their finger muscles by colouring, cutting with scissors, drawing on the board, connecting dots, painting at an easel, and building with blocks. Because of the similarity between the strokes in the manuscript letters and the lines in certain basic shapes pupils should be taught to recognize the circle, square, triangle, and crescent.

If handwriting is taught before using the grade 1 *Spell/Write* the *Spell/Write* letter forms should be used. The confusion that would result from introducing a second set of letters would thus be avoided.

Because of the length of time it will take pupils to complete the writing activities divide each activity into two teaching periods, using the attention span of pupils as a guide.

This page should be used to illustrate some of the basic handwriting terms: **down**, **across**, **slant**, **circle**, **curved**, **right**, and **left**. Pupils should be familiar with these terms before beginning the writing activities.

Begin by asking pupils to tell you what they see in the picture. You may want to guide them in developing a story about the picture. Then have them rename the items. Guide them in discovering the handwriting term illustrated by each object. For example, say: "In which direction is the squirrel moving along the tree?" (**down**) Then continue developing the remaining terms:

2. The caterpillar is moving **across** the doghouse.
3. The roof on the doghouse has sides that **slant**.
4. The centre of the flower contains a **circle**.
5. The petals on the flower are **curved**.
6. The birds are flying to the **left**.
7. The dog is chasing the cat to the **right**.

The concepts of **left** and **right** are not easy for first-graders to understand. Face the same direction as pupils. Show them which is their left hand and which is their right. Tell them that all things on the side of their left hand are on the left and all things on the side of their right hand are on the right. If they have begun to read remind them that when they read their eyes move across the page from left to right.

If pupils need additional practice in identifying left and right play Use the Clue. Tell them that you are thinking of something in the room. Give clues as to what the object is used for and where it can be found. When a pupil names the object have him tell you the direction in which to look to find it.

Before teaching any of the writing positions determine which pupils are right-handed and which are left-handed. You can do this by asking them which hand they use for holding a fork, colouring, and cutting with scissors.



WRITING POSTURE

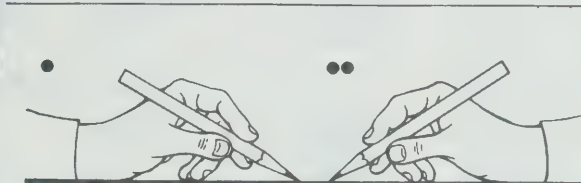
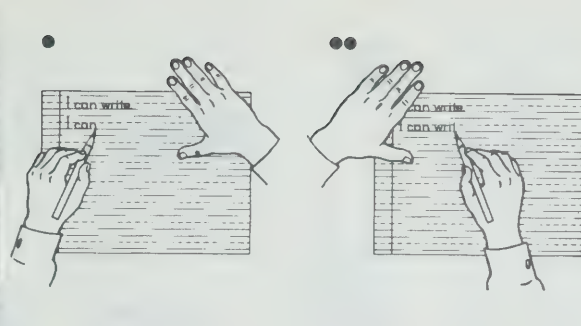
Have pupils look at the pictures on the left side of page 3. Explain that the single dot indicates the position for left-handed pupils and the picture with two dots shows the position for right-handed pupils.

1. All pupils should sit erect with their shoulders slightly forward.
2. They should push their hips back in their seats to avoid sitting too close to their desks.
3. They should keep both feet flat on the floor.

4. They should rest both forearms on their desks.
5. They should use their free hands to hold their workbook pages in place.

POSITIONS OF THE WORKBOOK AND PAPER

Tell pupils that the workbook page or practice paper should always be placed straight up and down in front of them. Direct them to the pictures at the top of page 3. (one dot, left-handed; two dots, right-handed) Point out that the free hand holds the writing page and the writing hand moves from left to right.



HOLDING THE PENCIL

Demonstrate for both left- and right-handed pupils how the pencil is held:

1. It should be held loosely with the thumb and the first two fingers.
2. It should be held at an angle and not straight up and down.
3. It should not be held too close to the point.

Distribute primary pencils. Have pupils practise holding their pencils, using the pictures in the

middle of the page as a guide. (one dot, left-handed pupils; two dots, right-handed pupils)

Left-Handed Pupils. Left-handed pupils should hold their pencils slightly more than an inch from the point, have plenty of practice at the board, and if possible, be seated so that light comes over their right shoulders.

WRITING AT THE CHALKBOARD

Guide pupils to the pictures at the bottom of the page. Explain that the chalk should be held between the thumb and the first two fingers, with the

remaining two fingers resting gently on the end of the chalk. Tell them that the chalk should be held about an inch from the writing end.

Demonstrate the correct position for writing at the chalkboard:

1. Pupils should stand erect, shoulders square, facing the board.
2. They should stand far enough back so that their writing arms can move easily.
3. They should write directly in front of their eyes.
4. They should keep the elbow of their writing arms close to the line of their bodies.
5. They should walk from left to right as they write.

Then divide pupils into groups. Have one group at a time go to the board and show you the correct writing position and how to hold the chalk. Then have them practice drawing simple shapes on the board.

Basic Strokes. Tell pupils that you are going to place a drawing on the board. As you draw a stick figure (a person), have pupils name each stroke you make.

1. Large circle: head (with eyes, nose, and a mouth)
2. Curved lines: ears
3. Straight line down: neck
4. Straight line across: shoulders
5. Straight line down: body
6. Slanted lines: arms and legs

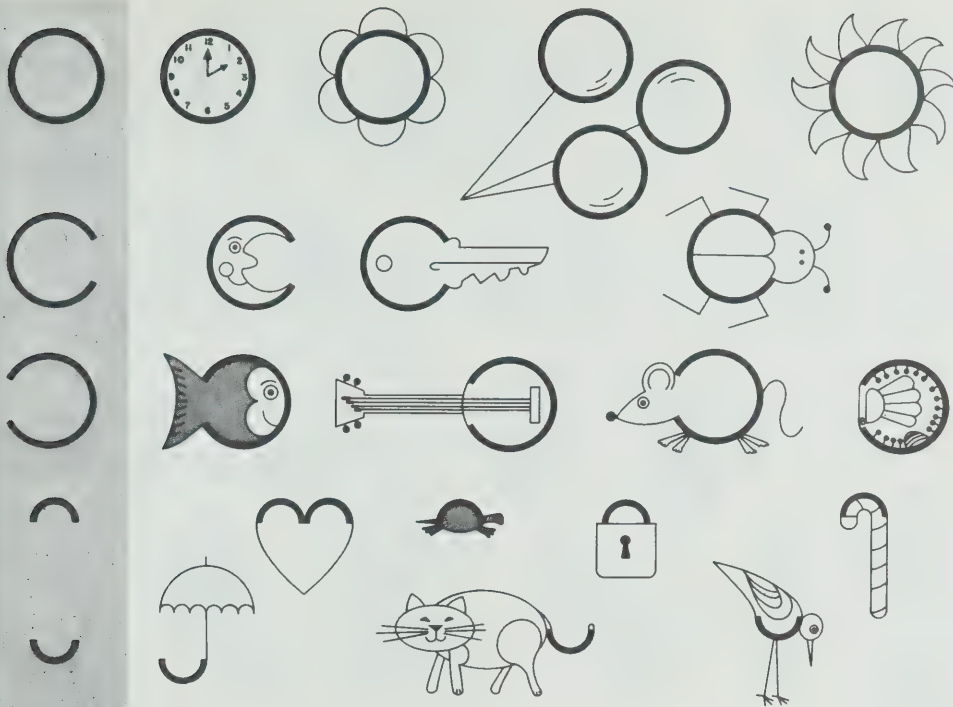
You might want to give this figure a name and perhaps mention that he was drawn to help them become acquainted with the basic strokes used in writing.



Finding Basic Strokes in Pictures. Have pupils turn to page 4. Call attention to the first stroke in the green section on the top of the page. Have pupils name and tell the direction of this stroke. (straight line down) Ask them to find this stroke in each of the pictures on the rest of that line.

Have pupils name and tell the direction of the second stroke in the green section. (straight line, across) Ask them to find this stroke in each of the pictures on the rest of that line.

Elicit that the next two strokes are slanted lines and have pupils find these strokes in the pictures.



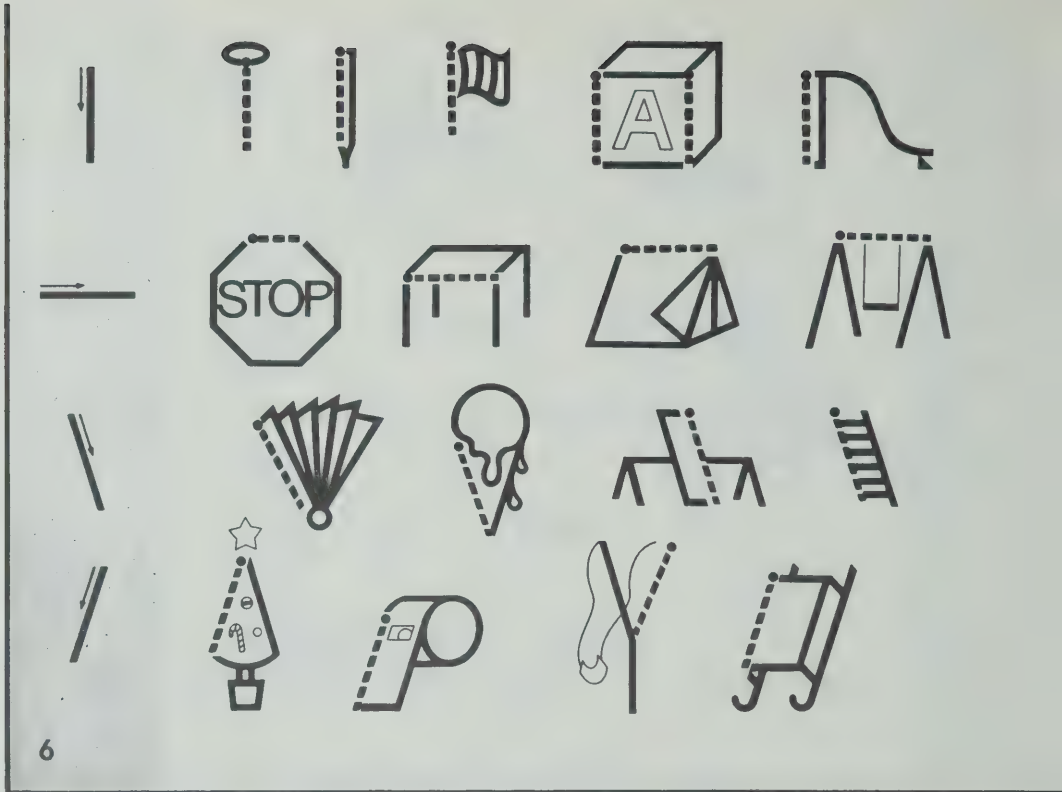
Finding Basic Strokes in Pictures. Call pupils' attention to the first stroke in the green section on the top of page 5. When they have identified it as a circle point out that the circle stroke is formed by starting at the two o'clock position and moving around to the left. Have them look at the picture of the clock next to the circle stroke. Tell them that the small hand is pointing at the 2, and it is at this point that they should begin a circle stroke. Ask them to find the circle in each of the pictures on the rest of that line.

Have pupils identify the second stroke in the green section as a curved line. Before they find

that stroke in the pictures point out that this curved line stroke begins at the two o'clock position and moves around to the left.

Point out that the next stroke is also a curved line but that this stroke begins at the ten o'clock position and moves around to the right. Help pupils find the 10 on the classroom clock. Then have them find this stroke in each of the pictures on the rest of that line.

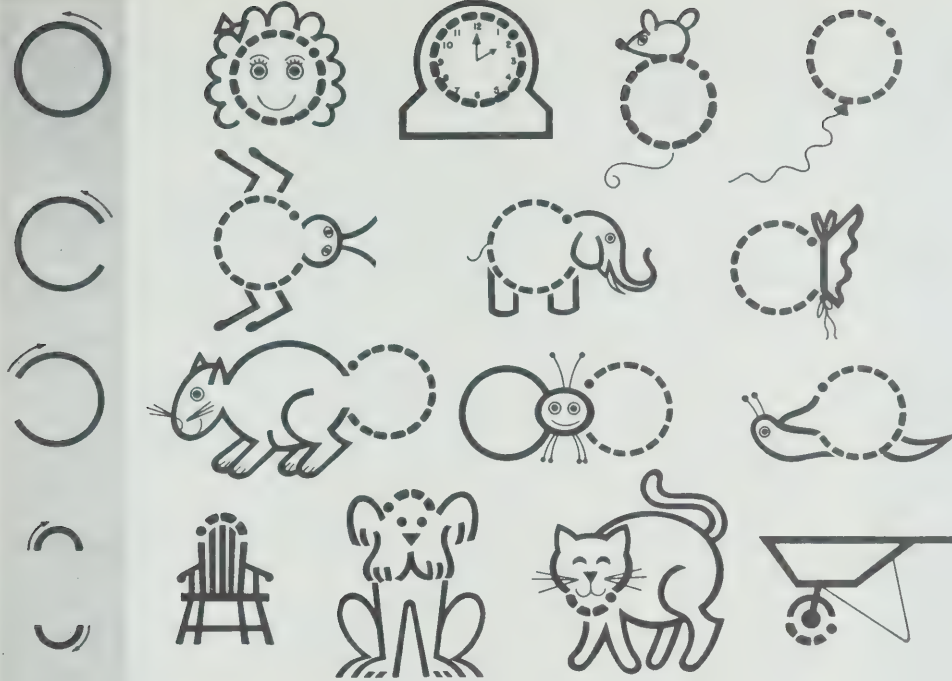
Elicit that the last two strokes in the green section are also curved lines. (The lower curved line is found in small g and j.) Have pupils find these curved line strokes in the pictures.



Naming and Tracing. Have pupils identify the first stroke in the green section on page 6 as a straight line down. Review with them where this stroke begins and the direction in which it is drawn. Call attention to the small arrow next to the stroke and have them follow the arrow as they trace the stroke in their books with their index fingers. Then tell them that this stroke is missing from each of

the pictures on the rest of the line. Have them find the missing strokes and trace the red, dashed lines in each of the pictures on the rest of that line, using the small red dots as a starting point for each stroke. Make sure they are starting at the top and moving down for each stroke.

Follow the same procedure for the straight line across and the two slanted lines.

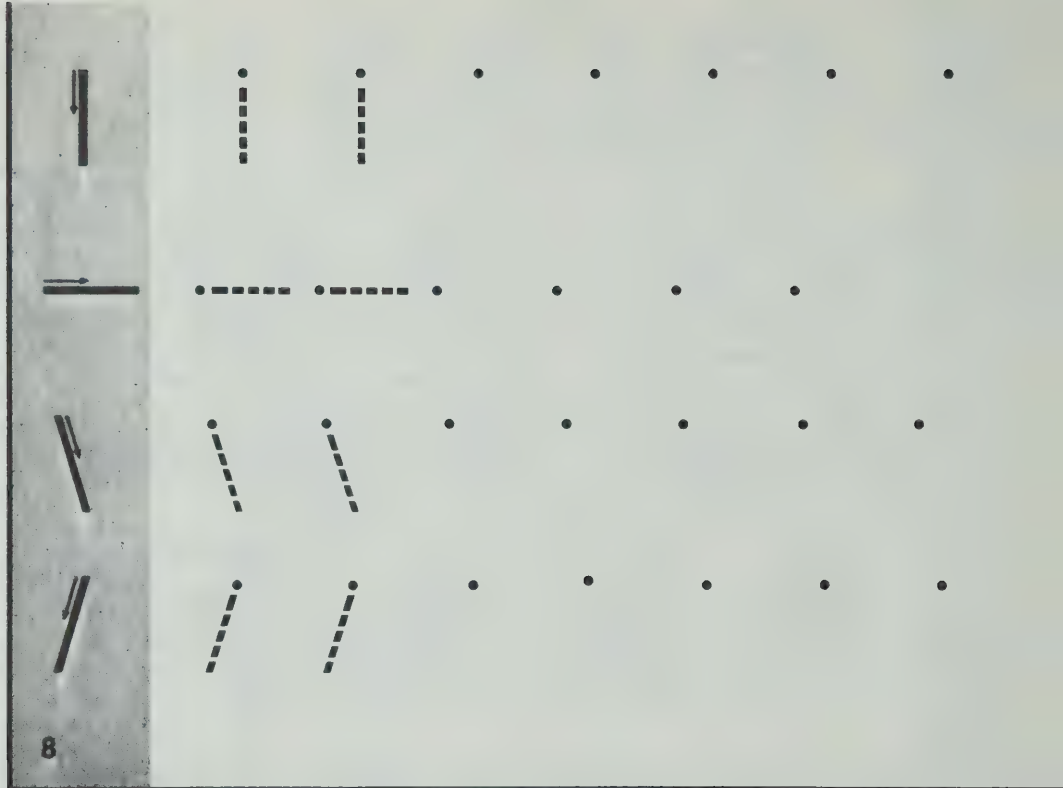


7

Naming and Tracing. Have pupils identify the first stroke in the green section on page 7 as a circle. Review with them that the circle stroke is formed by starting at the two o'clock position and moving around to the left. Call pupils' attention to the small arrow next to the stroke and have them follow the arrow as they trace the stroke in their books with their index fingers. Then have them trace the red, dashed lines in the pictures on the

rest of that line, using the small red dots as starting points. Make sure they are starting their strokes at the two o'clock position and moving around to the left.

Follow the same procedure for the curved line strokes, making sure pupils are starting at the correct point and moving around in the correct direction for each stroke.



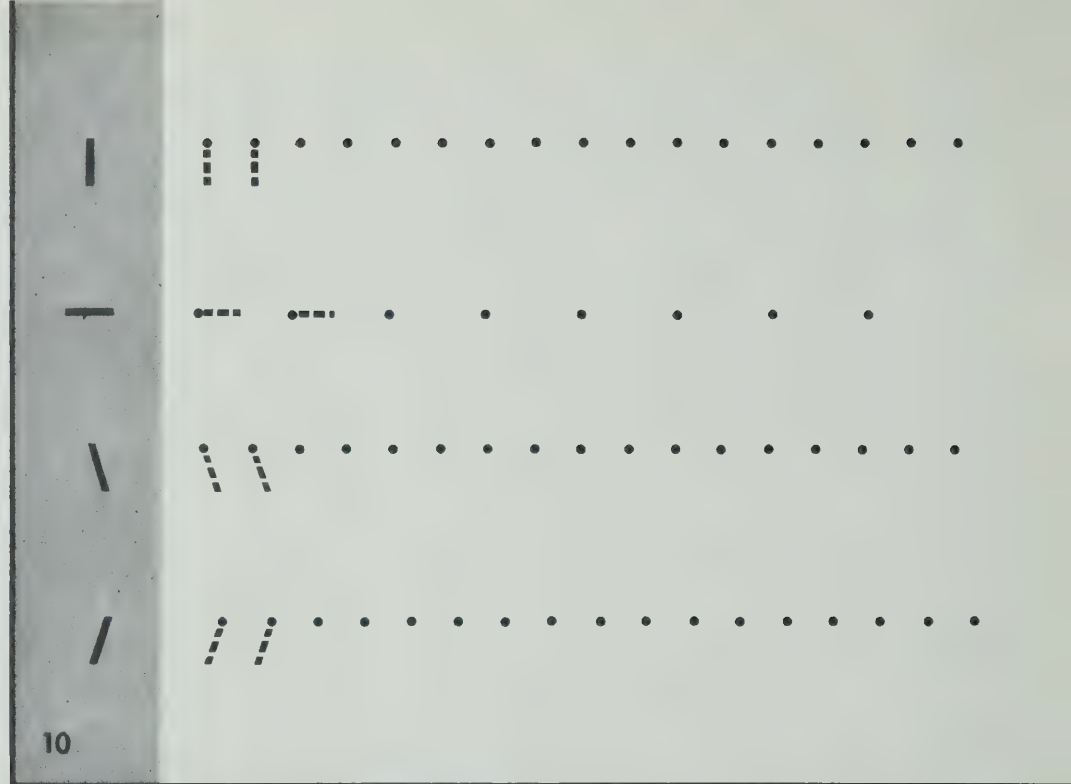
Tracing and Drawing. Have pupils name the first stroke in the green section on page 8. Have them follow the arrow as they trace the stroke in their books with their index fingers. Then have them trace each of the red, dashed lines, using the small red dot as a starting point each time. As a final step have them use the small red dots on the rest of that line as starting points to practise drawing the stroke.

Follow the same procedure for the straight line across and the two slanted lines.



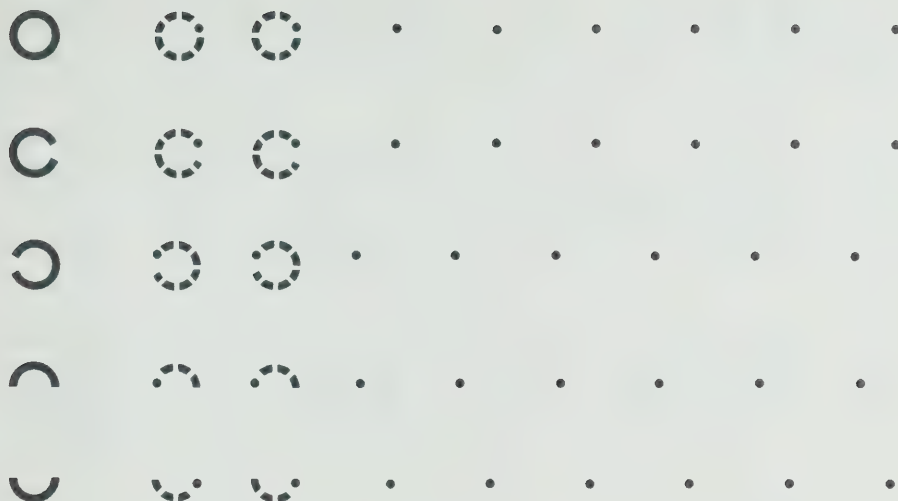
Tracing and Drawing. Follow the same procedure on this page as on page 8. However, because these strokes are more difficult, you may want to have pupils check with you after they have completed each stroke to make sure they are moving in the correct direction.

As an additional activity, have pupils make their own drawings and direct them to include as many of the basic strokes in their pictures as they can.

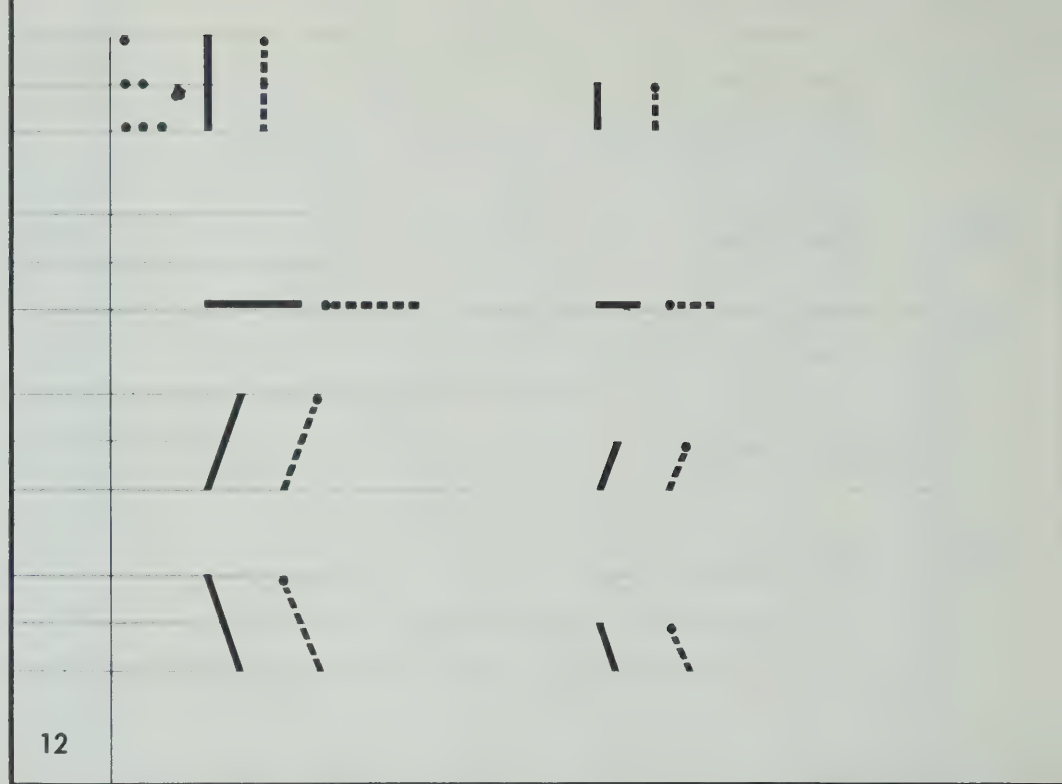


Tracing and Drawing. Point out to pupils that except for size the strokes on this page are exactly like the ones on pages 6 and 8. Tell them that in writing, although the shapes of the strokes remain the same, some letters are made with small strokes and other letters are made with larger strokes.

Have pupils name each stroke on this page, trace over the red, dashed lines, using the small red dots as starting points, and draw the stroke several times, using the small red dots as starting points.



Tracing and Drawing. Again, point out to pupils that these strokes are the same as the ones they have been practising except that they are smaller. Have them name, trace, and draw the strokes on this page, using the small red dots as starting points. Make sure they begin all circles and curved lines at the correct point and move around in the correct direction.



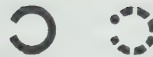
Using Writing Lines. Call pupils' attention to the writing space on the top of page 12. Have them look at the dots next to the margin. Tell them that the line with one dot is called the *top line* and the line with three dots is called the *base line*. Explain that large letters are a full space high, formed between the top line and the base line.

Point out the two dots on the middle line. Tell pupils that this dashed line is called the *guide line* and that it will help them in forming letters that have small half-space strokes.

Ask pupils to name the strokes in the top writing space. (straight lines down) Call attention to the large straight line down and ask pupils which lines

this stroke is between. (top line and base line) Have them trace the red, dashed line next to the model, using the small red dot as a starting point, and then have them practise writing the stroke in the rest of the space. Call attention to the small straight line down in the same writing space and ask pupils which lines this stroke is between. (base line and guide line) Have them trace the red, dashed line next to the model, using the small red dot as a starting point, and then practise writing the stroke in the rest of the space.

Follow the same procedure for the straight line across and the two slanted lines.



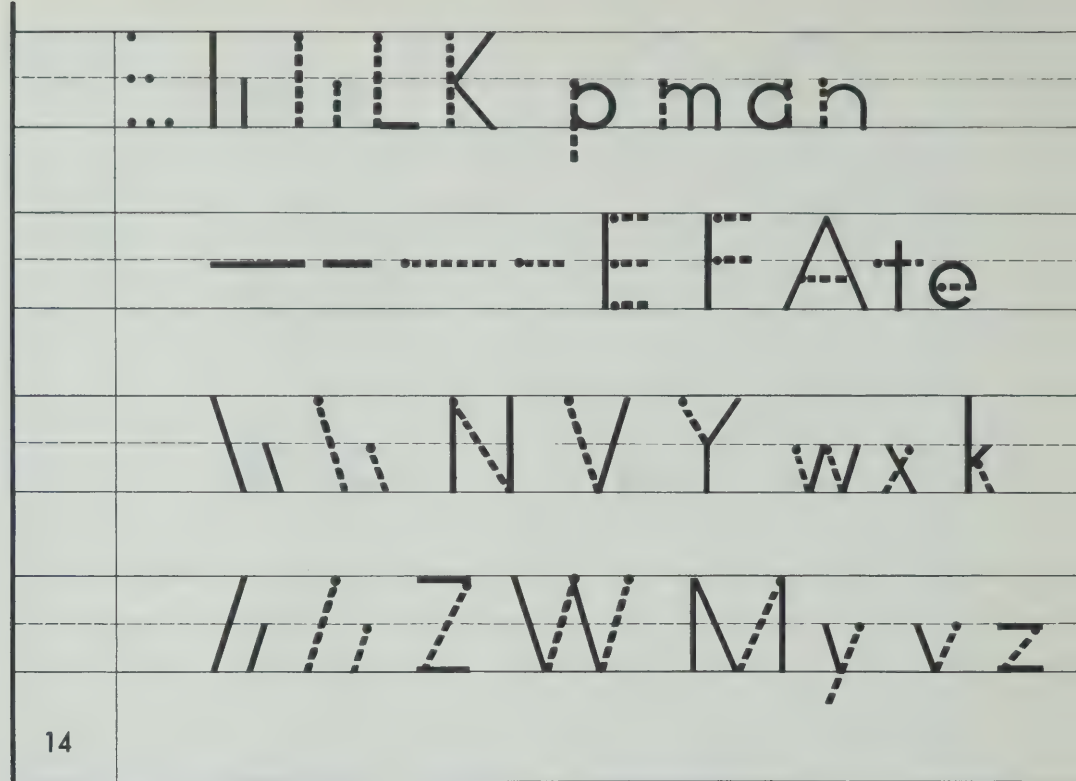
13

Using Writing Lines. Call pupils' attention to the writing space on the top of page 13 and review the names of the lines, using the red dots as a guide. Ask pupils to name the first stroke and tell at what position they should begin to write it. (large circle stroke, beginning at the two o'clock position) Ask them which lines this stroke is between. (top line and base line) Have them trace the red, dashed line next to the model, using the small red dot as a starting point, and then practise writing the stroke in the rest of the space.

Follow the same procedure for the small circle stroke and the curved line strokes. Make sure

pupils are starting at the correct point for each of these strokes.

The last writing space is provided for checking pupils' progress when they do not have a model to follow. Tell them to listen carefully and to write each stroke you say in the bottom writing space in their books. Ask for these strokes: large straight line down, small straight line down, small across stroke, large circle, small circle, large curved line starting at the two o'clock position, small curved line starting at the two o'clock position, and small curved line starting at the ten o'clock position.



Using Basic Strokes in Letters. The exercises on pages 14 and 15 will enable pupils to see how the strokes they have been practising are used in the formation of manuscript letters.

Call pupils' attention to the writing space on the top of page 14 and review with them the names of the lines in the writing space by using the small red dots as guide. (one dot, top line; two dots, guide line; three dots, base line) Then have pupils name the two strokes in that writing space. (straight lines down. Have them trace the red, dashed lines next to the models, using the small red dots as start-

ing points. Then have them add the missing strokes to each of the letters in the rest of the space by tracing the red, dashed lines and using the small red dots as starting points. Have them name each letter as they complete it. Make sure pupils are starting each stroke at the top and moving down.

Follow the same procedure for the straight line across and the two slanted lines. Note that in the last writing space one of the slanted lines in the letter y extends below the base line. Point this out to pupils and explain to them that some letters do extend below the base line.

... ○ ● ○ ● ○ ● ○

C c C c C d a e q

○ ● ○ ● b p b p

~ ~ ~ ~ n m j g

15

Using Basic Strokes in Letters. Have pupils name the strokes in the writing space on the top of page 15 and tell where they begin. (circle strokes, beginning at the two o'clock position) Have them trace the red, dashed lines next to the models, using the small red dots as starting points. Then have them add these strokes to each of the letters in the rest of the space by tracing the red, dashed lines and using the small red dots as starting points.

Have them name each letter as they complete it. Make sure pupils are starting at the two o'clock position and moving left.

Follow the same procedure for each of the curved strokes. Note that in the last writing space the two small curved lines in the letters g and j are below the base line. Point this out to pupils and explain that like the letter y on page 14, small letters g and j also extend below the base line.

Sounds, Symbols, and Shapes of the Alphabet

Emphasis—The beginning p sound.

Making the Sound. The beginning p sound, as in pig, is a voiceless sound produced with both lips and a sharp explosion of air.

Special Problems. The p and b sounds may be confused with each other. The p sound is an unvoiced sound produced with a sharp explosion of air. Contrast this with the b sound, which is voiced.

Note: To help eliminate confusion have pupils hold one of their hands in front of their mouths as they say the beginning sounds of pig and big. With the p sound they will feel air, but with the b sound they will not feel much air.

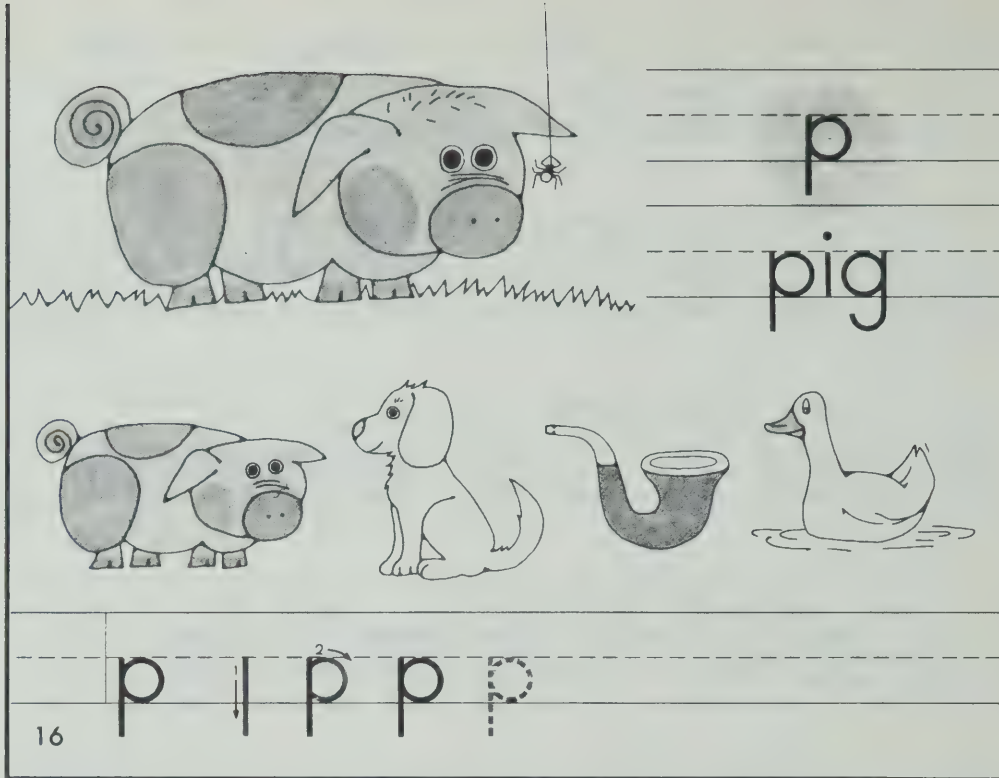
Getting Started. Say this sentence: "Pick the peach and the pear." Tell pupils that the beginning sound most often heard begins the word pick. As you repeat the sentence have them raise their hands each time they hear the sound. Then say the following words and have them raise their hands when they hear a word beginning with the p sound: pig, pin, dog, pet, parrot, cat, pumpkin, puppet, tiger, pilot.

● **Sight to Sound.** Ask pupils to identify the animal in the picture. Then have them say the word pig and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: pet, pot, paper, pail.)

Note: If words with blends are named (such as play or pray) do not discuss them. Ask for other words instead.

Next point to the small p at the upper right and tell pupils: "When the beginning sound of pig is written it looks like this."

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of puppy the same as the beginning sound of pig?" (yes) Have them draw a line around



the pictures whose names begin with the p sound. (puppy, pipe)

● ● ● **Symbol to Shape.** Hold up your book so pupils can watch as you put your finger under the small p in pig. Remind them that the letter p shows how the beginning sound in pig is written.

Point to the small p at the beginning of the writing space at the bottom of the page. Tell pupils that small p is written with two basic strokes: a straight line down and a curved line to the right.

Draw a large, dashed writing space on the board. Using the letter sequence on the pupil page demonstrate the number and formation of each stroke:

1. beginning at the guide line, straight line down
2. beginning at the ten o'clock position, curved line to the right

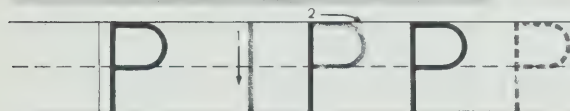
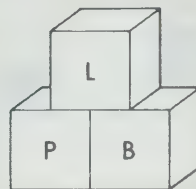
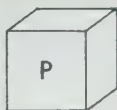
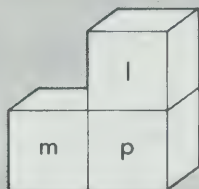
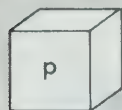
Then stress that the straight line down will drop about a half space below the base line.

Then divide the class into groups. Have each group practise the letter in an eye-level writing space at the board. As they do this repeat the number and direction of the strokes.

Next have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the rest of the writing space to practise.



P
Pig



17

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 16. Ask: "Is the beginning sound the same?" (yes) Point to the capital **P** and ask: "Is the beginning sound of **pig** written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital **P**.

Note: Refrain, at this point, from discussing how capital **P** is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Begin by pointing out that one group contains small letters and the other group contains capital letters. Have pupils identify each group.

Pointing to the first group of letters ask: "Which letters in this group stand for the beginning sound of **pig**?" Then point to the second group of letters and again ask: "Which letters in this group stand for the beginning sound of **pig**?" Have pupils circle each **p**.

Note: The ability or inability to discriminate between the letters will be an indication of whether or not pupils are seeing the letters properly.

● ● ● **Symbol to Shape.** Review words that begin with the sound represented by **p**. Direct pupils to the capital **P** at the beginning of the writing space at the bottom of the page.

Ask if capital **P** looks like small **p**. (The letters are made with the same strokes, but capital **P** is larger and takes up a full writing space.)

Tell pupils that every small letter has a capital letter and that their names must always begin with a capital letter. Explain that they will find it easy to write their names once they have learned to write all the letters of the alphabet.

Draw a large, dashed writing space on the board and demonstrate the formation of capital **P** as you say the number and direction of each stroke:

1. beginning at the top line, straight line down
2. beginning at the top line, curved line right to the guide line

Remind pupils that, like all capital letters, capital **P** is a full space high. Point out that the straight line down does not go below the base line.

Divide the class into groups. As each group practises capital **P** repeat the number and direction of the strokes.

Then have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning **b** sound.

Making the Sound. The beginning **b** sound, as in **bat**, is a voiced sound produced with both lips and without an audible explosion of air.

Special Problems. The **b** and **p** sounds may be confused with each other. The **b** sound is voiced. Contrast this with the **p** sound, which is unvoiced and produced with a sharp explosion of air.





Getting Started. Arrange ten chairs in a circle and have eleven pupils walk in single file around the chairs while you read a list of words. Tell them that they are to sit down when they hear words beginning with the sound that begins **baby**, **boat**, **bear**, and **bubble**. However, because there is one chair less than there are pupils, one pupil will not have a chair. Both that pupil and a chair are then eliminated and the game continues. The last pupil remaining is the winner.


● **Sight to Sound.** Ask pupils to identify the picture. Then have them say the word **bat** and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: **baby**, **ball**, **bag**, and **barn**)

Note: If words with blends are named (such as **black** or **brown**) do not discuss them. Ask for other words instead.

Next point to the small **b** at the upper right and tell pupils: "When the beginning sound of **bat** is written it looks like this."

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of **bat** the same as the beginning sound of **boy**?" (yes) Have them draw a line around the pictures whose names begin with the **b** sound. (**boy**, **butterfly**)





18

● ● ● **Symbol to Shape.** At the top of the page place your finger under the small **b** in **bat**. Remind pupils that the letter **b** stands for the beginning sound in **bat**.

Point to the small **b** at the beginning of the writing space at the bottom of the page. Tell pupils that small **b** is made with a straight line down and a curved line to the right.

Draw a large, dashed writing space on the chalkboard. Demonstrate the formation of small **b** as you say the number and direction of the strokes:

1. beginning at the top line, straight line down
2. beginning at the ten o'clock position, curved line to the right

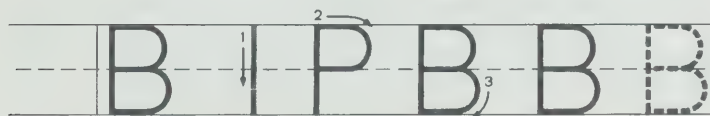
Because small **b** may be confused with small **p** stress that the straight line in small **b** begins at the top line. Tell pupils that they should always check to be sure that their letters are the correct size and shape and are resting on the base line.

Then divide the class into groups. Have each group practise small **b** in an eye-level writing space at the board. As each group practices the letter repeat the number and direction of each stroke.

Next have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to write the letter several times.



B
Bat



19

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 18. Ask: "Is the beginning sound the same?" (yes) Point to the capital **B** and ask: "Is the beginning sound of bat written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital **B**.

Note: Refrain, at this point, from discussing how capital **B** is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Begin by pointing out that one group contains small letters and the other group contains capital letters. Have pupils identify each group.

Pointing to the first group of letters ask: "Which letters in this group stand for the beginning sound of bat?" Then point to the second group of letters and again ask: "Which letters in this group stand for the beginning sound of bat?" Have pupils circle each **b**.

Note: The ability or inability to discriminate between the letters will be an indication of whether or not pupils are seeing the letters properly.

● ● ● **Symbol to Shape.** Review words that begin with the sound represented by **b**. Then direct pupils to the capital **B** at the beginning of the writing space at the bottom of the page. Point out that

capital **B** is made with a straight line down and two curved lines to the right.

Draw a large, dashed writing space on the board. Demonstrate the formation of capital **B** as you say the number and direction of each stroke:

1. beginning at the top line, straight line down
2. beginning at the top line, curved line right to the guide line
3. beginning at the guide line, curved line right to the base line

Because capitals **B** and **P** may be confused with each other point out that capital **B** has an extra curved line at the bottom.

Then divide the class into groups. Have each group practise capital **B** in an eye-level writing space at the board. As each group practises the letter repeat the number and direction of each stroke.

Next have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter several times.

Emphasis—The beginning t sound.

Making the Sound. The beginning t sound, as in **top**, is a voiceless sound produced by the tongue contacting the upper gum ridge. It is produced with a sharp explosion of air.

Special Problems. The t and d sounds may be confused with each other. The d sound is voiced. The t sound is unvoiced and produced with a sharp explosion of air.

Getting Started. Make up short sentences containing words beginning with t, such as: "Tom took a toy to town." Repeat the sentence slowly, asking pupils to listen for words beginning with the same sound as **Tom**. Then have them raise their hands when they hear a word that begins with the t sound.




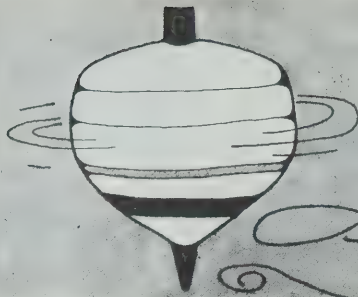
● **Sight to Sound.** Ask pupils to identify the object in the picture. Then have them say the word **top** and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: toy, tire, table, and telephone)

Note: If words with blends are named (such as try) do not discuss them. Ask for other words instead.

Next point to the small t at the upper right and tell pupils: "When the beginning sound of **top** is written it looks like this."

Special Problems. When seeing words such as **three**, pupils may try to isolate the letter t from **th**.

●● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the



top

20

beginning sound of **doll** the same as the beginning sound of **top**?" (no) Have pupils draw a line around the pictures whose names begin with the t sound. (**turkey, telephone**)

●●● **Symbol to Shape.** Point to the small t at the beginning of the writing space at the bottom of the page. Ask pupils if small t is made with a curved line like small p and b. (no) Point out that small t is made with a straight line down and a straight line across.

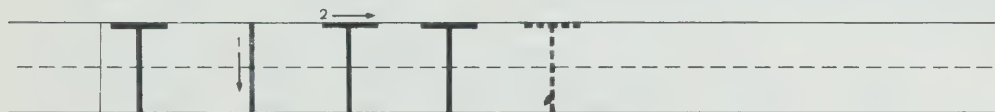
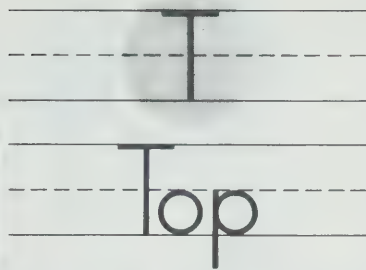
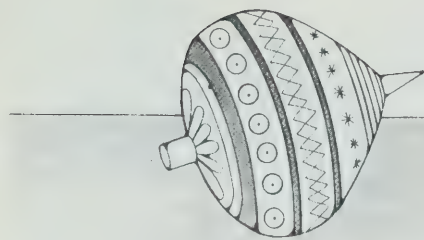
Draw a large, dashed writing space on the board. Demonstrate the formation of small t as you say the number and direction of each stroke:

1. beginning halfway above the guide line, straight line down
2. on the guide line, straight line across

Tell pupils that small t is the only letter that begins between the top line and the guide line.

Divide the class into groups. Have each group practise small t in an eye-level writing space at the board. As each group practises the letter repeat the number and direction of each stroke.

Then have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to write the letter several times.



21

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 20. Ask: "Is the beginning sound the same?" (yes) Point to the capital **T** and ask: "Is the beginning sound of **top** written the same on this page as it is on the last page?" (no) Tell pupils that the beginning letter on this page is a capital **T**.

Note: Refrain, at this point, from discussing how capital **T** is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Begin by pointing out that one group contains small letters and the other group contains capital letters. Have pupils identify each group.

Pointing to the first group of letters ask: "Which letters in this group stand for the beginning sound of **top**?" Then point to the second group of letters and again ask: "Which letters in this group stand for the beginning sound of **top**?" Have pupils circle each **t**.

Note: The ability or inability to discriminate between the letters will be an indication of whether or not pupils are seeing the letters properly.

● ● ● **Symbol to Shape.** Ask pupils to find the capital **T** at the beginning of the writing space at the bottom of the page. Ask pupils if capital **T** is also made with straight lines. (yes) Point out that

both letters contain the same strokes, except that capital **T** is a full space high and is made with a straight line across at the top line.

Draw a large, dashed writing space on the board. Demonstrate the formation of capital **T** as you say the number and direction of each stroke:

1. beginning at the top line, straight line down
2. at the top line, straight line across

Divide the class into groups. Have each group practise capital **T** in an eye-level writing space at the board. As each group practises the letter repeat the number and direction of each stroke.

Then have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning d sound.

Making the Sound. The beginning d sound, as in **dog**, is a voiced sound produced by the tongue contacting the upper gum ridge. It is made with a relatively weak explosion of air.

Special Problems. The d and t sounds may be confused with each other. The d sound is voiced. The t sound is unvoiced and produced with a sharp explosion of air.

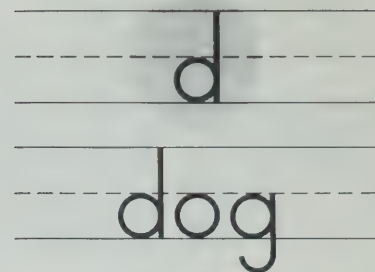
Getting Started. Read the following sentence to pupils: "Doggy dug a deep hole down by the porch door." As you repeat the sentence ask pupils to listen for the words that have the same beginning sound. Then have them say the words.

● **Sight to Sound.** Ask pupils to identify the animal in the picture. Then have them say the word **dog** and listen to themselves as they say the beginning sound. Encourage pupils to think of other words that begin with the same sound. (examples: daddy, duck, day, and door)

Note: If words with blends are named (such as **drink**) do not discuss them. Ask for other words instead.

Next point to the small d at the upper right and tell pupils: "When the beginning sound of **dog** is written it looks like this."

●● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of **dog** the same as the beginning



22

sound of **doll**?" (yes) Have them draw a line around the pictures whose names begin with the d sound. (**doll**, **dish**)

●●● **Symbol to Shape.** Have pupils locate the small d at the beginning of the writing space at the bottom of the page. Point out that small d is made with a curved line and a straight line down.

Draw a writing space on the board and demonstrate the formation of small d as you say the number and direction of each stroke:

1. beginning at the two o'clock position, curved line to the left
2. beginning at the top line, straight line down

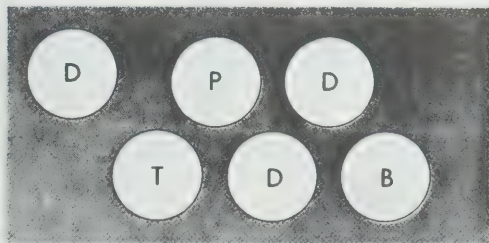
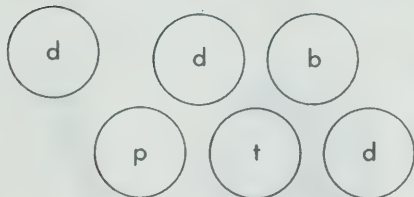
Pupils may confuse small d with small b. Stress that the curved line in small d faces the left.

Have small groups of pupils practise small d at the board. As each group practices the letter repeat the number and direction of each stroke.

Then have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter. Then have them check to be sure that their letters rest straight up and down on the base line.



D
Dog



23

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 22: "Is the beginning sound the same?" (yes) Point to the capital **D** and ask: "Is the beginning sound of **dog** written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital **D**.

Note: Refrain, at this point, from discussing how capital **D** is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Begin by pointing out that one group contains small letters and the other group contains capital letters. Have pupils identify each group.

Pointing to the first group of letters ask: "Which letters in this group stand for the beginning sound of **dog**?" Then point to the second group of letters and again ask: "Which letters in this group stand for the beginning sound of **dog**?" Have pupils circle each **d**.

Note: The ability or inability to discriminate between the letters will be an indication of whether or not pupils are seeing the letters properly.

● ● ● **Symbol to Shape.** Review words that begin with the sound represented by **d**. Then have pupils locate the capital **D** at the beginning of the writing space at the bottom of the page. Point out

the straight line down and the large curved line to the right.

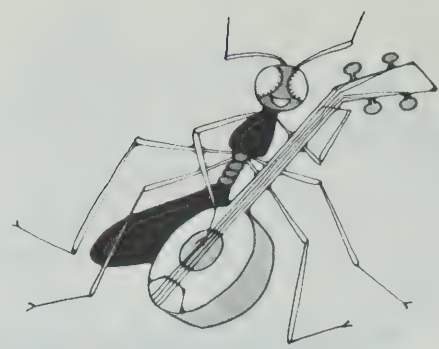
Draw a writing space on the board and demonstrate the formation of capital **D** as you say the number and direction of each stroke:

1. beginning at the top line, straight line down
2. from the top of the down-stroke, curved line to the right

Have small groups of pupils practise capital **D** at the board. Repeat the number and direction of the strokes for each group.

Then have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning short a sound.



a
ant



Making the Sound. Like all vowel sounds the beginning short a sound, as in **ant**, is voiced. It is made with unrounded lips, a partially elevated tongue, and a dropped jaw.

Special Problems. The beginning short a sound may be confused with the name of the letter.

Getting Started. Using old magazines or workbooks show pupils pictures whose names begin with the short a sound. They should realize that all the picture names begin alike.

● **Sight to Sound.** Ask pupils to identify the insect in the picture. Then have them say the word **ant** and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: **ax**, **apple**, and **animal**)

Next point to the small **a** at the upper right and tell pupils: "When the beginning sound of **ant** is written it looks like this."

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the

a c a a a

beginning sound of **apple** the same as the beginning sound of **ant**?" (yes) Have them draw a line around the pictures whose names begin with the a sound. (**apple**, **ax**)

● ● ● **Symbol to Shape.** Have pupils locate the small **a** at the beginning of the writing space at the bottom of the page. Point out that this letter is only a half space high and is made with a curved line and a straight line down.

Draw a writing space on the board and demonstrate the formation of small **a** as you say the number and direction of each stroke:

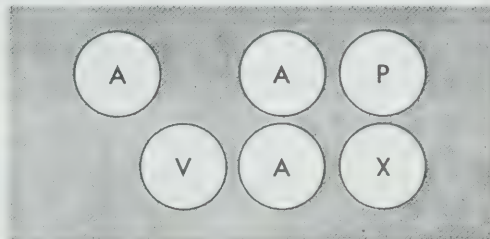
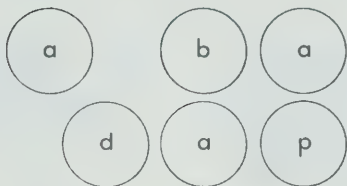
1. beginning at the two o'clock position, curved line to the left
2. beginning at the guide line, straight line down

Have groups of pupils practise writing small **a** at the board. Repeat the number and direction of the strokes for each group.

Then have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



A
Ant



25

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 24. Ask: "Is the beginning sound the same?" (yes) Point to the capital A and ask: "Is the beginning sound of *ant* written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital A.

Note: Refrain, at this point, from discussing how capital A is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Begin by pointing out that one group contains small letters and the other

group contains capital letters. Have pupils identify each group.

Pointing to the first group of letters ask: "Which letters in this group stand for the beginning sound of *ant*?" Then point to the second group of letters and again ask: "Which letters in this group stand for the beginning sound of *ant*?" Have pupils circle each a.

Note: The ability or inability to discriminate between the letters will be an indication of whether or not pupils are seeing the letters properly.

● ● ● **Symbol to Shape.** Point to the capital A at the beginning of the writing space at the bottom of the page. Ask pupils if capital A is made with any slanted lines. (yes) Point out the two slanted lines and the straight line across between those two lines.

Draw a writing space on the board and demonstrate the formation of capital A as you say the number and direction of each stroke:

1. beginning at the top line, slanted line to the left
2. beginning at the top line, slanted line to the right
3. just below the guide line, straight line across

Have small groups of pupils practise writing capital A at the board. Repeat the number and direction of the strokes for each group.

Then have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning m sound.



m

mom



m



1

2

3

m

m

26

Making the Sound. The beginning **m** sound, as in **mom**, is a voiced sound produced by both lips. Because air escapes through the nose while the lips are closed it is a nasal sound.

Special Problems. Because **n** and **m** have similar configurations their sounds may also be confused with each other. In making **m** the lips are closed, whereas in making **n** the lips are slightly open.

Getting Started. Say this sentence: “**M**ickey **m**issed the **m**ovie.” Ask pupils to listen for words that have the same beginning sound as you repeat the sentence. Then have them say the words.

Have pupils close their eyes and imagine themselves in a kitchen. Ask: “What things can you see that begin like **M**ickey and **m**ovie?” They should mention such words as **m**ilk, **m**ixer, **m**atch, **m**op, **m**ustard, **m**int, **m**argarine.

● **Sight to Sound.** Ask pupils to identify the person in the picture. Then have them say the word **mom** and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: **m**an, **m**ud, **m**oon, and **m**arbles)

Next point to the small **m** at the upper right and tell pupils: “When the beginning sound of **mom** is written it looks like this.”

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: “Is the beginning sound of **m**ouse the same as the beginning sound of **m**ama?” (yes) Have them draw a line around pictures whose names begin with the **m** sound. (**m**ouse, **m**ask)

● ● ● **Symbol to Shape.** Begin by directing pupils to the small **m** at the beginning of the writing space at the bottom of the page. Point out the initial straight line down and two lines that curve over and down.

Draw a writing space on the board and demonstrate the formation of small **m** as you say the number and direction of each stroke:

1. beginning at the guide line, straight line down
2. beginning at the ten o'clock position, curve over and down
3. touching the second stroke just below the guide line, curve over and down

Have groups of pupils practise small **m** at the board. Repeat the number and direction of the strokes for each group.

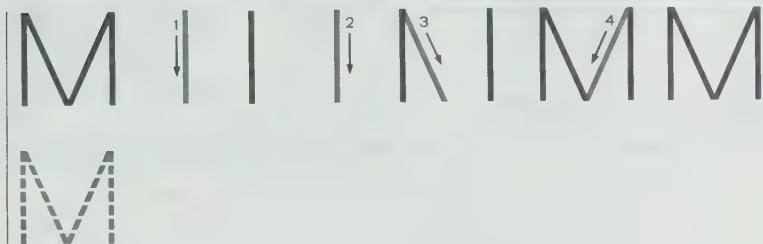
Then have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letters with their pencils and to use the remainder of the writing space to practise the letter.



M
Mom

mom bat me pig man

Mom Me Mary Ant Dog



27

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 26. Ask: "Is the beginning sound the same?" (yes) Point to the capital **M** and ask: "Is the beginning sound of **mama** written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital **M**.

Note: Refrain, at this point, from discussing how capital **M** is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Instead of dealing with isolated letters this activity has pupils identify words whose initial letters begin with the same sound as **mama**.

Point out that the first group contains words beginning with small letters and that the second group contains words beginning with capital letters. Have pupils identify each group.

Pointing to the first group of words ask pupils to identify the words that begin with the same letter that stands for the **m** sound in **mama**. Have them draw a line around the words beginning with **m**. Continue in the same way with words beginning with capital **M**.

Note: The ability or inability to discriminate between the letters will be an indication of whether or not pupils are seeing the letters properly.

● ● ● **Symbol to Shape.** Ask pupils to name other words that begin with the sound represented by **m**. Then guide them to the capital **M** at the beginning of the writing space at the bottom of the page.

Ask pupils how many slanted and straight lines are used to make capital **M**. (four: two straight lines that form the sides of the letter and two slanted lines in the middle of the letter)

Draw a writing space on the board and demonstrate the formation of capital **M** as you say the number and direction of each stroke:

1. beginning at the top line, straight line down
2. beginning at the top line, another straight line down
3. beginning at the top of the first stroke, slanted line to the right
4. beginning at the top of the second stroke, slanted line to the left

Have groups of pupils practise capital **M** at the board. Repeat the number and direction of the strokes for each group.

Then have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter. Remind them to compare the size and shape of their letters with the model letter at the beginning of the writing line.

Emphasis—The beginning **n** sound.

Making the Sound. The beginning **n** sound, as in **no**, is a voiced sound produced by the tongue tip touching the upper gum ridge. It is a nasal sound due to the air escaping through the nose while the tongue closes the oral cavity. The lips are slightly open.

Special Problems. Because **n** and **m** have similar configurations their sounds may also be confused with each other. In making **n** the lips are open, whereas in making **m** the lips are closed.

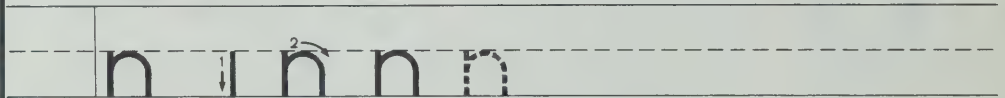
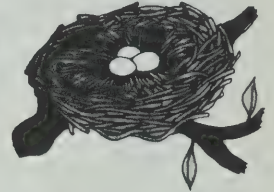
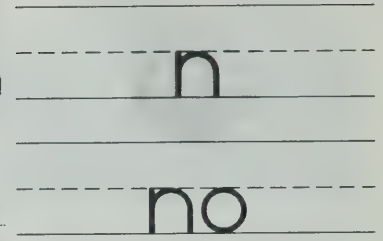
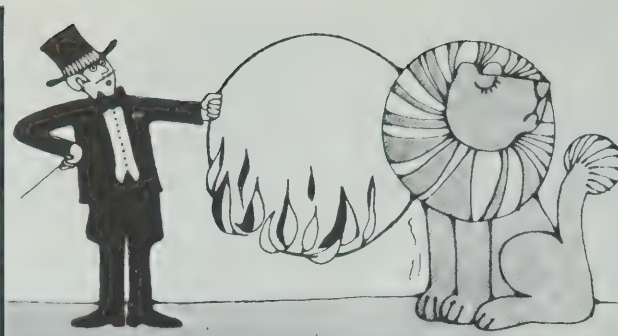
Getting Started. Tell pupils to imagine they are going on a trip. Discuss where they might go and how they are going. Then ask: "Suppose you could take with you only things whose word names begin with the same sound as **Nancy** and **nothing**. What would you take?" Encourage each pupil to name an object beginning with the **n** sound. (examples: **necklace**, **nickel**, **nut**, **nest**, **noodle**, **net**, **needle**, **newspaper**, **nail**, **napkin**, **notebook**)

Note: You may wish to vary this game by having pupils take turns saying: "I am going on a trip and I'm going to take ____." Each pupil repeats the phrase, naming an article of his own and trying to name all of the objects named by those before him. The game can be made more difficult by asking them to name the objects in the sequence in which they were given. This strengthens auditory memory span.

● **Sight to Sound.** Ask pupils to identify what is happening in the picture. Then have them say the word **no** and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: **nut**, **nose**, **nickel**, and **net**)

Next point to the small **n** at the upper right and tell pupils: "When the beginning sound of **no** is written it looks like this."

●● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the



28

beginning sound of **mask** the same as the beginning sound of **no**?" (no) Have pupils draw a line around the picture whose name begins with the **n** sound. (nest)

●●● **Symbol to Shape.** Direct pupils to the small **n** at the beginning of the writing space at the bottom of the page. Because they may confuse small **n** and small **m** point out that small **m** has two small hills and small **n** has only one hill.

Draw a writing space on the board and demonstrate the formation of small **n** as you say the number and direction of each stroke:

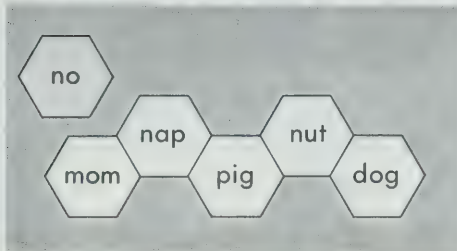
1. beginning at the guide line, straight line down
2. beginning at the ten o'clock position, curve over and down

Have groups of pupils practise small **n** at the board. Repeat the number and direction of the strokes for each group.

Then have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



N
No



29

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 28. Ask: "Is the beginning sound the same?" (yes) Point to the capital N and ask: "Is the beginning sound of **no** written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital N.

Note: Refrain, at this point, from discussing how capital N is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Point out that the first group contains words that begin with small letters and that the second group contains words that

begin with capital letters. Have pupils identify each group.

Pointing to the first group of words ask pupils to identify the words that begin with the same letter that stands for the **n** sound in **no**. Have them draw a line around the words that begin with **n**. Continue in the same way with words beginning with capitals.

● ● ● **Symbol to Shape.** Direct pupils to the capital N at the beginning of the writing space at the bottom of the page. Because capitals N and M may be confused with each other point out that

capital N has two straight lines that form the sides of the letter but only one slanted line. Stress that capital and small **m** both have one more stroke than capital and small **n**.

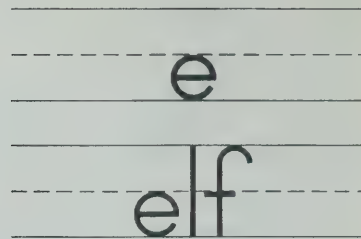
Draw a writing space on the board and demonstrate the formation of capital N as you say the number and direction of each stroke:

1. beginning at the top line, straight line down
2. beginning at the top line, another straight line down
3. a slanted line to the right connecting the first two strokes

Have groups of pupils practise writing capital N at the board. Repeat the number and direction of the strokes for each group.

Then have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning short e sound.

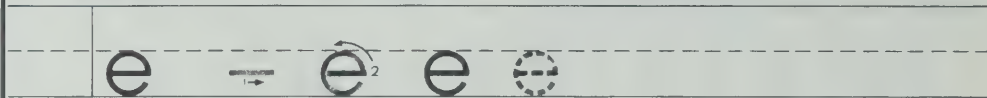
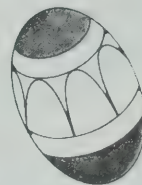
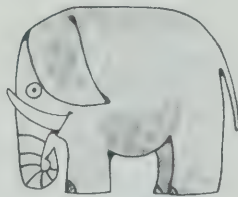


Making the Sound. The beginning short e sound, as in elf, is made with unrounded lips and with the tongue slightly elevated in the middle of the mouth.

Special Problems. The beginning short e sound is often confused with the name of the letter.

In Spanish there is no short e sound. Pupils who speak Spanish at home might pronounce short e words with the long a sound.

Getting Started. Display ten pictures in front of pupils, three of which have word names beginning with the short e sound. Point to the pictures one at a time and have pupils raise their hands if the name of the picture begins with the short e sound.



● **Sight to Sound.** Ask pupils to identify the small creature in the picture. Then have them say the word elf and listen to themselves as they say the beginning sound. Encourage pupils to think of other words that begin with the same sound. (examples: elephant, engine, egg, and elbow)

Next point to the small e at the upper right and tell pupils: "When the beginning sound of elf is written it looks like this."

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of elephant the same as the beginning sound of elf?" (yes) Have pupils draw a line around the pictures whose names begin with the short e sound. (elephant, egg)

● ● ● **Symbol to Shape.** Point to the small e at the beginning of the writing space at the bottom of the page. Ask if small e is made with a straight line across. (yes) Ask if the letter contains a curved line. (yes)

Draw a writing space on the board and demonstrate the formation of small e as you say the number and direction of each stroke:

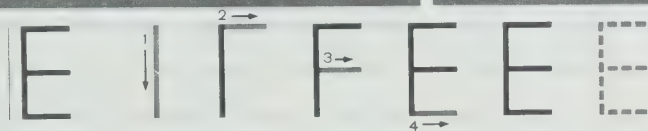
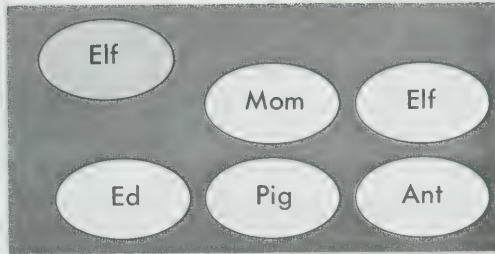
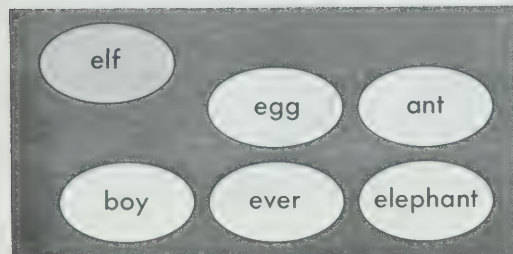
1. beginning halfway between the base line and the guide line, straight line across to the right
2. touching the first stroke, curved line to the left

Have groups of pupils practise small e at the board. Repeat the number and direction of the strokes for each group.

Then have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter. When they have finished encourage them to evaluate their letters to be sure that they are the correct size and shape and that they rest on the base line.



E
Elf



31

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 30. Ask: "Is the beginning sound the same?" (yes) Point to the capital **E** and ask: "Is the beginning sound of **elf** written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital **E**.

Note: Refrain, at this point, from discussing how capital **E** is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Point out that the first group contains words beginning with small letters

and that the second group contains words beginning with capital letters. Have pupils identify each group.

Pointing to the first group of words ask pupils to identify the words that begin with the same letter that stands for the short **e** sound in **elf**. Have pupils draw a line around the words beginning with **e**. Continue in the same way with words beginning with capitals.

● ● ● **Symbol to Shape.** Review words that begin with the sound represented by the letter **e**.

Then direct pupils to the capital **E** at the beginning of the writing space at the bottom of the page. Ask them how many straight lines are used to make capital **E**. (four) Point out the three straight lines across and the straight line down.

Draw a writing space on the board and demonstrate the formation of capital **E** as you say the number and direction of each stroke:

1. beginning at the top line, straight line down
2. at the top line, straight line across
3. at the guide line, straight line across
4. at the base line, straight line across

Have groups of pupils practise capital **E** at the board. Repeat the number and direction of the strokes for each group.

Then have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter. When they have finished encourage them to check the formation of their letters.

Emphasis—The beginning c sound, as in *cat*.

Making the Sound. The beginning c sound, as in *cat*, is a voiceless sound produced by the back of the tongue elevating to touch the soft palate. The sound releases a sharp explosion of air.

Note: The letter c also spells the s sound, as in *city*.

Special Problems. The letter c spells two sounds, k and s, sometimes called the hard and soft sounds, respectively. The fact that two sounds are represented by the same letter should be discussed only if pupils name words beginning with c that have the s sound, such as *city*.

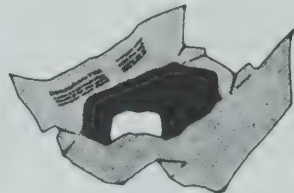
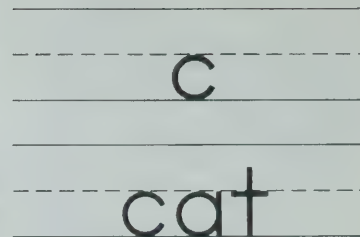
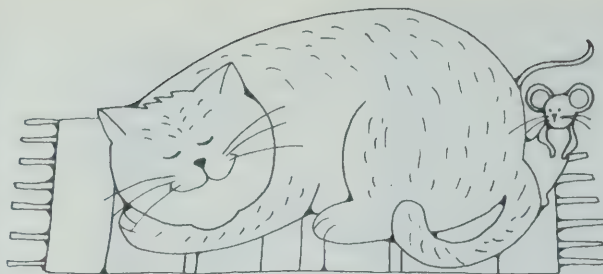
Getting Started. Arrange ten chairs in a circle and have eleven pupils walk in single file around the chairs while you read a list of words. Tell them that they are to sit down when they hear words with the same beginning sound as *car*, *cat*, *cow*, and *cute*. However, because there is one chair less than there are pupils one pupil will not have a chair. Both that pupil and a chair are then eliminated and the game continues. The last pupil remaining is the winner.

● **Sight to Sound.** Ask pupils to identify the animal in the picture. Then have them say the word *cat* and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: *can*, *cap*, *car*, and *cow*)

Note: If pupils name words beginning with the k sound, spelled k, simply acknowledge that they have the same sound and continue. If words with the blends cr and cl are named do not discuss them. Ask for other words instead.

Next point to the small c at the upper right and tell pupils: "When the beginning sound of *cat* is written it looks like this."

Special Problems. When seeing such words as *church* pupils may try to isolate the letter c from ch.



32

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of *candy* the same as the beginning sound of *cat*?" (yes) Have them draw a line around the pictures whose names begin with the c sound. (*candy*, *camera*)

● ● ● **Symbol to Shape.** Ask pupils how many strokes they see in the small c at the beginning of the writing line at the bottom of the page. (one) Point out the single curved line that forms small c.

Draw a writing space on the board and demonstrate the formation of small c as you say the number and direction of its basic stroke:

1. beginning at the two o'clock position, curved line to the left

Stress that in small c and in all letters with curved lines the curved line should be round.

Have groups of pupils practise writing small c at the board. Repeat the number and direction of the basic stroke for each group.

Have pupils trace the numbered stroke with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



C
Cat

cat

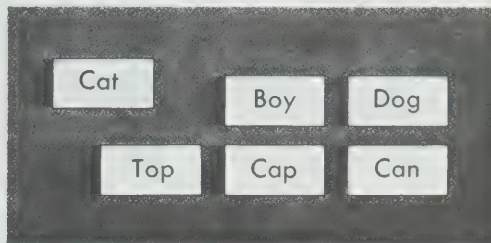
cow

ant

dog

boy

car



33

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 32. Ask: "Is the beginning sound the same?" (yes) Point to the capital C and ask: "Is the beginning sound of cat written the same on this page as it is on the last page?" (Yes; it is simply larger than small c.) Tell them that the beginning letter on this page is a capital C.

Note: Refrain, at this point, from discussing how capital C is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Point out that the first group contains words beginning with small letters and that the second group contains words begin-

ning with capital letters. Have pupils identify each group.

Pointing to the first group of words ask pupils to identify the words that begin with the same letter that stands for the k sound in cat. Have them draw a line around the words beginning with c. Continue in the same way with words beginning with capitals.

● ● ● **Symbol to Shape.** Direct pupils to the capital C at the beginning of the writing space at the bottom of the page. Ask them if capital C looks like small c. (Yes; capital C is just larger than small c.)

Draw a writing space on the board and demonstrate the formation of capital C as you say the number and direction of the basic stroke:

1. beginning at the two o'clock position, curved line to the left

Remind pupils that the letter should be round.

Have groups of pupils practise capital C at the board. Repeat the number and direction of the basic stroke for each group.

Have pupils trace the numbered stroke in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Making the Sound. The beginning **k** sound, as in **kick**, is a voiceless sound produced by the tongue elevating to touch the soft palate. The sound releases a sharp explosion of air.

Special Problems. The **k** sound may be confused with the **g** sound, as in **get**. Both are made with the back of the tongue elevating to touch the soft palate. The **k** sound, however, is a voiceless sound, whereas the **g** sound is voiced.

Getting Started. Ask pupils to listen for the beginning sound heard most often in the following sentence: "The **kangaroo** **kicked** the **kettle**." Have them say the **k** words. Then say the following words, having them raise their hands each time they hear a word beginning with the **k** sound: **king**, **kit**, **child**, **kennel**, **shell**, **kind**, **kitchen**, **share**, **kindergarten**.

● **Sight to Sound.** Ask pupils to tell what is happening in the picture. Then have them say the word **kick** and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: **kite**, **kitchen**, and **key**)

Note: If pupils name words that have the **k** sound spelled **c** simply acknowledge that they have the same sound and continue.

Next point to the small **k** at the upper right and tell pupils: "When the beginning sound of **kick** is written it looks like this."

●● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of **dog** the same as the begin-



ning sound of **kick**?" (no) Have them draw a line around the pictures whose names begin with the **k** sound. (**king**, **kite**)

●●● **Symbol to Shape.** Have pupils find the small **k** at the beginning of the writing space at the bottom of the page. Ask them how many slanted lines they see in the letter. (two) Point out the two slanted lines that connect with the straight line down.

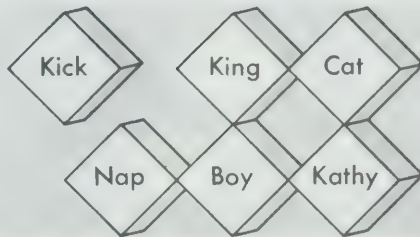
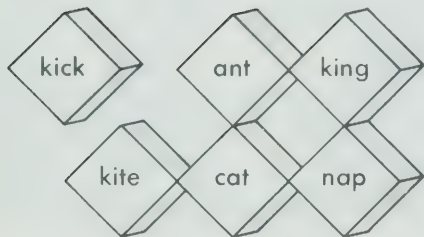
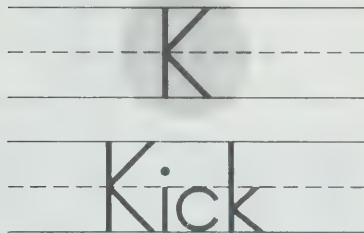
Draw a writing space on the board and demonstrate the formation of small **k** as you say the number and direction of each stroke:

1. beginning at the top line, straight line down

2. beginning at the guide line, slanted line to the left
3. from the end of the second stroke, slanted line to the right

Have groups of pupils practise small **k** at the board. Repeat the number and direction of the basic strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter. Remind them that their letters should rest straight up and down on the base line.



35

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 34. Ask: "Is the beginning sound the same?" (yes) Point to the capital **K** and ask: "Is the beginning sound of **kick** written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital **K**.

Note: Refrain, at this point, from discussing how capital **K** is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Point out that the first group contains words beginning with small letters and that the second group contains words begin-

ning with capital letters. Have pupils identify each group.

Pointing to the first group of words ask pupils to identify the words that begin with the same letter that stands for the **k** sound in **kick**. Have them draw a line around the words beginning with **k**. Continue in the same way with words beginning with capitals.

● ● ● **Symbol to Shape.** Review words that begin with the sound represented by the letter **k**. Then have pupils locate the capital **K** at the beginning of the writing space at the bottom of the page.

Ask pupils if capital **K** looks like small **k**. (Yes;

both letters are made with the same strokes, but the slanted lines in small **k** are made within a half space and the slanted lines in capital **K** are made within a full space.)

Draw a writing space on the board and demonstrate the formation of capital **K** as you say the number and formation of each stroke:

1. beginning at the top line, straight line down
2. beginning at the top line, slanted line to the left
3. from the end of the second stroke, slanted line to the right

Have groups of pupils practise capital **K** at the board. Repeat the number and direction of the basic strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning g sound.

Making the Sound. The beginning g sound, as in go, is a voiced sound produced by the back of the tongue elevating to touch the soft palate. The sound releases a sharp explosion of air.

Special Problems. The letter g spells two sounds, g and j, sometimes referred to as hard and soft sounds, respectively. The fact that two sounds are represented by the same letter should be discussed only if pupils name words beginning with g that have the j sound, as in giraffe.

The g sound, as in go, may be confused with the k sound, as in kick. They are produced similarly. The k sound, however, is a voiceless sound, whereas the g sound is voiced.

In Spanish g stands for the g sound but never for the j sound.

Getting Started. Say the following jingle:

The golden goose
Had gotten loose;
So each golden feather
Was gone altogether.

Have pupils say the jingle with you, listening for words with the same beginning sound as golden. Have them name the words.

● **Sight to Sound.** Ask pupils to identify what is happening in the picture. Then have them say the word go and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: gas, garden, gate, and goat)

Note: If words with blends are named (such as glide or grass) do not discuss them. Ask for other words instead.

Next point to the small g at the upper right and tell pupils: "When the beginning sound of go is written it looks like this."

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of girl the same as the beginning

36

sound of go?" (yes) Have pupils draw a line around the pictures whose names begin with the g sound. (girl, gate)

● ● ● **Symbol to Shape.** Direct pupils to the small g at the beginning of the writing space at the bottom of the page. Point out the curved line at the top of the letter and the curve at the end of the straight line down.

Draw a writing space on the board and demonstrate the formation of small g as you say the number and direction of each stroke:

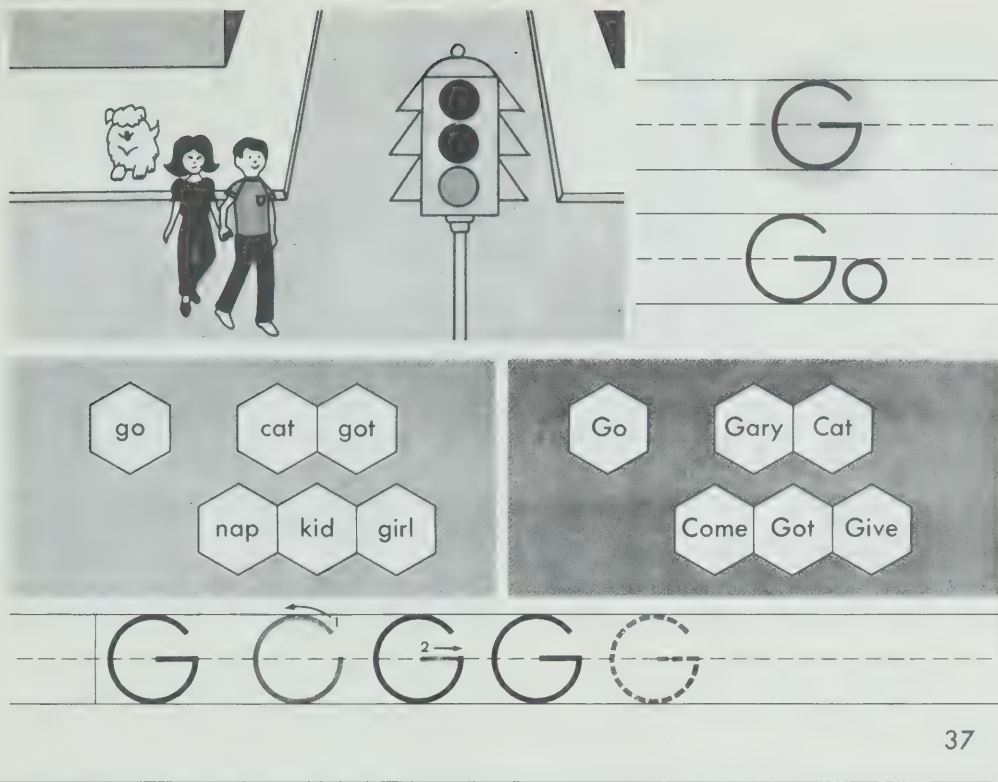
1. beginning at the two o'clock position, curved line to the left

2. beginning at the guide line, straight line down ending with a curve to the left

Remind pupils that the second stroke drops about a half space below the base line.

Have groups of pupils practise small g at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



● **Sight to Sound.** Ask pupils to compare this picture with the one on page 36. Ask: "Is the beginning sound the same?" (yes) Point to the capital **G** and ask: "Is the beginning sound of **go** written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital **G**.

Note: Refrain, at this point, from discussing how capital **G** is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Point out that the first group contains words beginning with small letters and that the second group contains words beginning

ning with capital letters. Have pupils identify each group.

Pointing to the first group of words ask pupils to identify the words that begin with the same letter that stands for the **g** sound in **go**. Have them draw a line around the words beginning with **g**. Continue in the same way with words beginning with capitals.

● ● ● **Symbol to Shape.** Have pupils locate the capital **G** at the beginning of the writing space at the bottom of the page. Ask pupils how many strokes are used to make the letter. (two) Point out the large curved line and the short straight line across.

Draw a writing space on the board and demonstrate the formation of capital **G** as you say the number and direction of each stroke:

1. beginning at the two o'clock position, curved line to the left
2. at the guide line, straight line across to the end of the curved line

Remind pupils to keep the large curved line round.

Have groups of pupils practise capital **G** at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning short i sound.

Making the Sound. The beginning short i sound, as in **in**, is made with the lips unrounded and the tongue partly elevated.

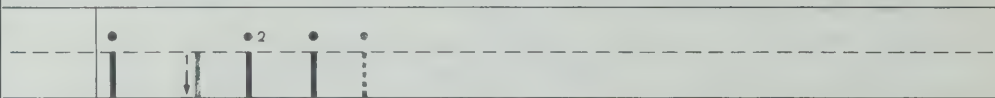
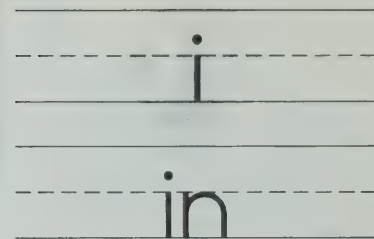
Special Problems. The beginning short i sound may be confused with the name of the letter. Help pupils distinguish between the two by telling them the name of the letter **i** is not the same as the sound we hear at the beginning of **in**.

Getting Started. Ask pupils to listen to the beginning sound in **igloo**. Then have them raise their hands each time they hear a word with the same beginning sound as **igloo** as you say the following words: **inch**, **mask**, **ink**, **itch**, **old**, **dish**, **insect**, **Indian**.

● **Sight to Sound.** Ask pupils to identify what is happening in the picture. Then have them say the word **in** and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: **inch**, **Indian**, **itch**, and **ink**)

Next point to the small **i** at the upper right and tell pupils: "When the beginning sound of **in** is written it looks like this."

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of **igloo** the same as the beginning sound of **in**?" (yes) Have them draw a line around



38

the pictures whose names begin with the short i sound. (**igloo**, **Indian**)

● ● ● **Symbol to Shape.** Direct pupils to the small **i** at the beginning of the writing space at the bottom of the page. Ask them what they see above the straight line down in **i** that makes this letter unlike the other letters they have seen. (a dot) Tell pupils that small **i** is always made with a dot.

Draw a writing space on the board and demonstrate the formation of small **i** as you say the number and direction of each stroke:

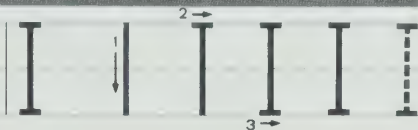
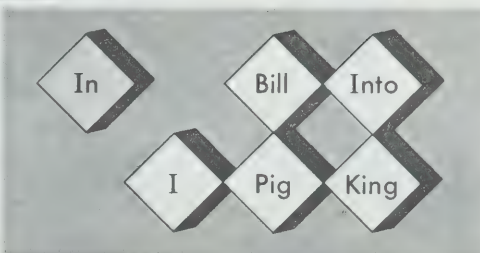
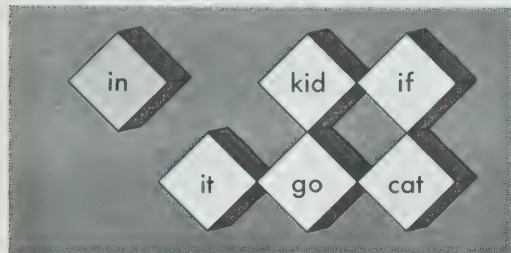
1. beginning at the guide line, straight line down
2. just above the first stroke, a small dot

Have groups of pupils practise small **i** at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



I
In



39

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 38. Ask: "Is the beginning sound the same?" (yes) Point to capital **I** and ask: "Is the beginning sound of **in** written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital **I**.

Note: Refrain, at this point, from discussing how capital **I** is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Point out that the first group contains words beginning with small letters

and that the second group contains words beginning with capital letters. Have pupils identify each group.

Pointing to the first group of words ask pupils to identify the words that begin with the same letter that stands for the short **i** sound—in **in**. Have them draw a line around the words beginning with **i**. Continue in the same way with words beginning with capitals.

● ● ● **Symbol to Shape.** Ask pupils how many straight lines they see in the capital **I**. (three) Point

out the straight line down and the two shorter straight lines across.

Draw a writing space on the board and demonstrate the formation of capital **I** as you say the number and direction of each stroke:

1. beginning at the top line, straight line down
2. at the top of the first stroke, straight line across
3. at the bottom of the first stroke, straight line across

Have groups of pupils practise capital **I** at the board. Repeat the number and direction of the strokes for each group.

Then have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Making the Sound. The beginning h sound, as in hat, is a voiceless sound produced by no apparent tongue position; the air is simply emitted.

Getting Started. Whisper a word that begins with the h sound to one pupil. This pupil becomes your “secret word partner.” Then say to the class: “I am thinking of a word that begins with the h sound. Who can guess what it is?” The pupil who guesses the right word becomes your new “secret word partner” and the game continues.

● **Sight to Sound.** Ask pupils to identify the object in the picture. Then have them say the word hat and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: hand, hoe, horn, and harbor)

Next point to the small h at the upper right and tell pupils: “When the beginning sound of hat is written it looks like this.”

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: “Is the beginning sound of hammer the same as the beginning sound of hat?” (yes) Have pupils draw a line around pictures whose names begin with the h sound. (hammer, house)

● ● ● **Symbol to Shape.** Direct pupils to the small h at the beginning of the writing space at the bottom of the page. Point out the straight line

down and the curved line at the beginning of the second stroke.

Draw a writing space on the board and demonstrate the formation of small h as you say the number and direction of each stroke:

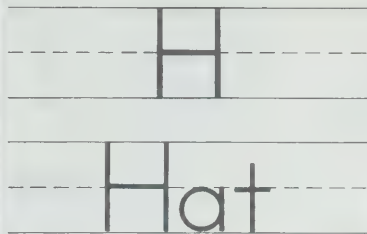
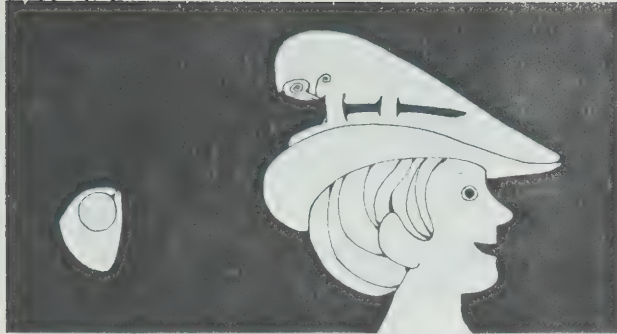
1. beginning at the top line, straight line down
2. beginning at the ten o'clock position, curve over and straight line down

Because small h may be confused with small b and d point out that small h is made with a straight line down and only a partly curved line. If small h

is confused with small n you may suggest that small h is “holding up its hand.”

Have groups of pupils practise small h at the board. Repeat the number and direction of the basic strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter. Have them compare the size and shape of their letters with the model at the beginning of the writing space.



I see a

pat

hat

bat

mat



41

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 40. Ask: "Is the beginning sound the same?" (yes) Point to the capital **H** and ask: "Is the beginning sound of **hat** written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital **H**.

Note: Refrain, at this point, from discussing how capital **H** is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Have pupils identify what is happening in the picture. Lead to the conclusion that the boy is pointing to the hat.

Read the sentence, omitting the last word. Tell pupils that the last word begins with the **h** sound. Have them identify the word **hat** and draw a line around it.

Note: The beginning sounds of **pat**, **hat**, **bat**, and **mat** have been presented earlier.

● ● ● **Symbol to Shape.** Ask pupils how many straight lines they see in the capital **H** at the beginning of the writing space at the bottom of the page. (three) Point out the two straight lines down and the shorter straight line across.

Draw a writing space on the board and demon-

strate the formation of capital **H** as you say the number and direction of each stroke:

1. beginning at the top line, straight line down
2. beginning at the top line, another straight line down
3. at the guide line, straight line across

Have groups of pupils practise capital **H** at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning w sound.

Making the Sound. The beginning w sound, as in *wet*, is a voiced sound produced with both lips. The tongue glides rapidly from low in the mouth to whatever vowel follows the w.

Getting Started. Say the following rhyme:

Willie the Weasel

Came down **with** a measles.

So he **wakened** his mother

To **watch** for another.

Have pupils say the rhyme with you, listening for words with the same beginning sound as *Willie*. Have them name the words.


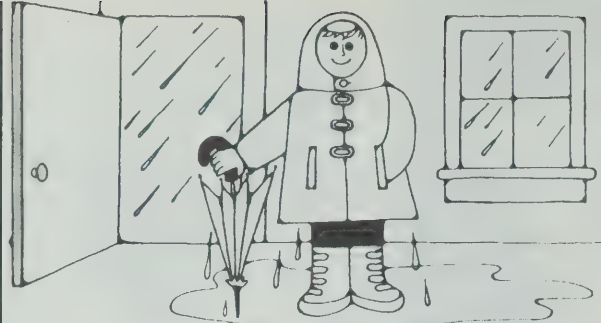
● **Sight to Sound.** Ask pupils to identify what is happening in the picture. Then have them say the word *wet* and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: *witch, water, window, and web*)

Note: If words with the blend *wh* are named do not discuss them. Ask for other words instead.

Next point to the small w at the upper right and tell pupils: "When the beginning sound of *wet* is written it looks like this."

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of *witch* the same as the beginning sound of *wet*?" (yes) Have pupils draw a line around pictures whose names begin with the w sound. (*witch, wagon, wolf*)

● ● ● **Symbol to Shape.** Direct pupils to the small w at the beginning of the writing space at the bottom of the page. Ask pupils how many slanted lines are used to make small w. (four) Point out the



42

W w

two slanted lines on the outside of the letter and the two slanted lines in the middle of the letter.

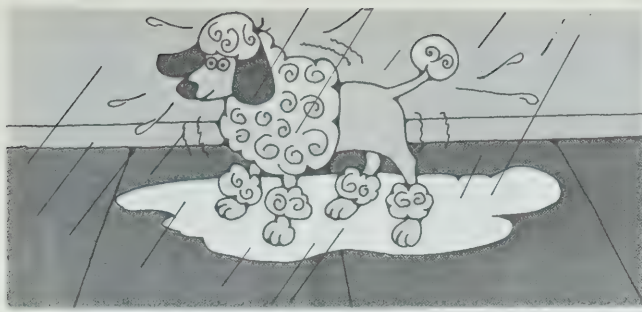
Draw a writing space on the board and demonstrate the formation of small w as you say the number and direction of each stroke:

1. from the guide line, slanted line right to the base line
2. from the guide line, slanted line left to the end of the first stroke
3. from the top of the second stroke, slanted line right to the base line
4. from the guide line, slanted line left to the end of the third stroke

4. from the guide line, slanted line left to the end of the third stroke

Have groups of pupils practise small w at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



W
Wet



Mom is

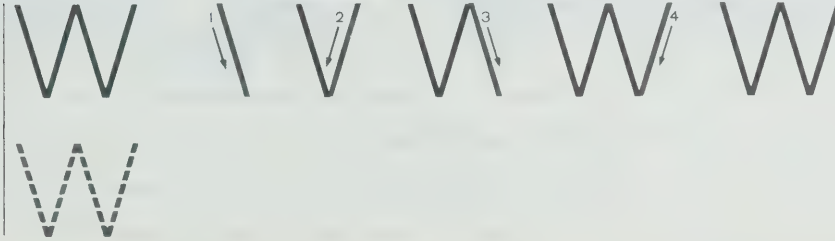
net

wet

met

pet

get



43

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 42. Ask: "Is the beginning sound the same?" (yes) Point to the capital **W** and ask: "Is the beginning sound of wet written the same on this page as it is on the last page?" (Yes; it is just larger than small **w**.) Tell them that the beginning letter on this page is a capital **W**.

Note: Refrain, at this point, from discussing how capital **W** is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Have pupils identify

what is happening in the picture. Lead to the conclusion that Mom is wet from the rain.

Read the sentence, omitting the last word. Tell pupils that the last word begins with the **w** sound. Have them identify the word **wet** and draw a line around it.

Note: The beginning sounds of **net**, **met**, **wet**, **pet**, and **get** have been presented earlier.

● ● ● **Symbol to Shape.** Direct pupils to the capital **W** at the beginning of the writing space at the bottom of the page. Ask if capital and small **w**

look alike. (yes) Point out that both letters are made with exactly the same strokes but that capital **W** is a full space high.

Draw a writing space on the board and demonstrate the formation of capital **W** as you say the number and direction of each stroke:

1. from the top line, slanted line right to the base line
2. from the top line, slanted line left to the end of the first stroke
3. from the top of the second stroke, slanted line right to the base line
4. from the top line, slanted line left to the end of the third stroke

Have groups of pupils practise capital **W** at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning f sound.

Making the Sound. The beginning f sound, as in **farm**, is a voiceless sound produced by the contact of the lower lip with the upper teeth. The air makes an audible friction sound as it escapes through the narrow opening created by the lips touching the teeth.

Special Problems. The f and v sounds may be confused with each other because they are produced the same way. The f sound, however, is a voiceless sound, whereas the v sound is voiced.

Getting Started. Ask pupils to listen for a beginning sound heard twice in “**Fight the fire.**” Then say the following words, having them raise their hands each time they hear a word beginning with the f sound: **fire, farmer, whistle, fence, valley, fountain, field, feather, song, family.**

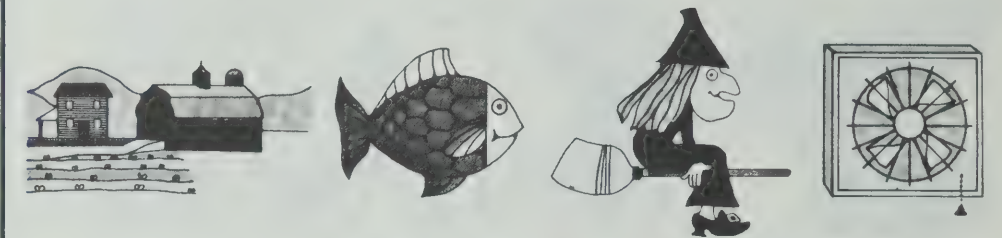
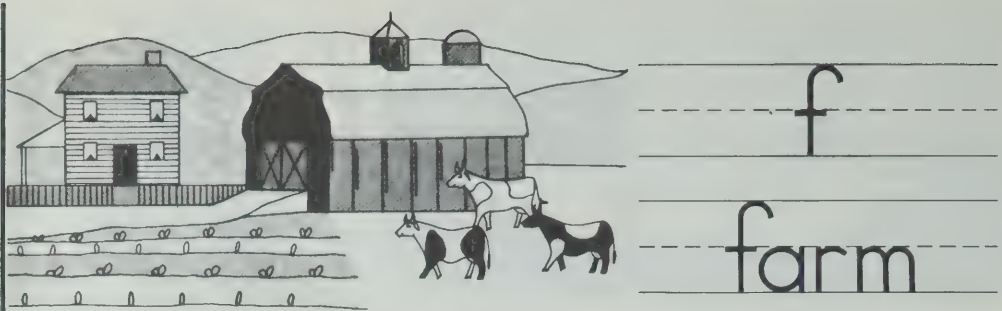
● **Sight to Sound.** Ask pupils to identify the place in the picture. Then have them say the word **farm** and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (*examples: feather, fork, father, and face*)

Note: If words with blends are named (such as **from** or **flown**) do not discuss them. Ask for other words instead.

Next point to the small f at the upper right and tell pupils: “When the beginning sound of **farm** is written it looks like this.”

Special Problems. When seeing words such as **phone** pupils may try to isolate the p from **ph**. If this happens point out that **ph** spells the f sound.

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: “Is the beginning sound of **fish** the same as the beginning sound of **farm**?” (yes) Have pupils draw a line



around pictures whose names begin with the f sound. (**fish, fan**)

● ● ● **Symbol to Shape.** Point to the small f at the beginning of the writing space. Point out the curve at the beginning of the straight line down and the straight line across at the guide line.

Draw a writing space on the board and demonstrate the formation of small f as you say the number and direction of each stroke:

1. beginning at the two o'clock position, curve over and straight line down
2. at the guide line, straight line across

Small f and t may be easily confused with each other. Point out that the curved line at the top of small f makes it different from small t and that small f is taller than small t.

Have groups of pupils practise small f at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



F

Farm



45

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 44. Ask: "Is the beginning sound the same?" (yes) Point to the capital **F** and ask: "Is the beginning sound of **farm** written the same on this page as it is on the last page?" (no) Tell pupils that the beginning letter on this page is a capital **F**.

Note: Refrain, at this point, from discussing how capital **F** is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Have pupils identify the farm objects and animals. Then ask them to draw a farm scene in which the pictured items are used.

Tell them to copy the word **farm** beneath their pictures when the pictures are complete and to tell a story about what is happening on their farms.

● ● ● **Symbol to Shape.** Have pupils locate the capital **F** at the beginning of the writing space at the bottom of the page. Explain that although capitals **E** and **F** look very much alike capital **E** is made with three straight lines across and capital **F** is made with two.

Draw a writing space on the board and demonstrate the formation of capital **F** as you say the number and direction of each stroke:

1. beginning at the top line, straight line down
2. at the top line, straight line across
3. at the guide line, straight line across

Have groups of pupils practise capital **F** at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning v sound.

Making the Sound. The beginning v sound, as in visit, is a voiced sound produced by the contact of the lower lip to the upper teeth. The air makes an audible friction sound as it escapes through the narrow opening created by the lips touching the teeth.

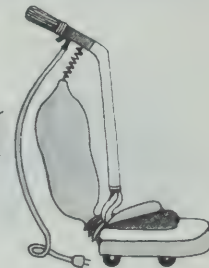
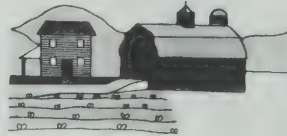
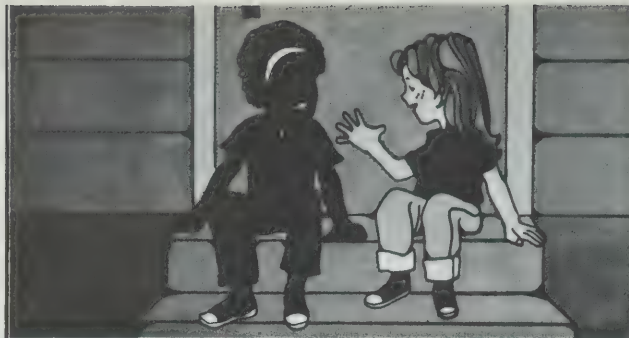
Special Problems. The f and v sounds may be confused with each other. Emphasize that v is voiced, whereas f is voiceless.

Getting Started. Display ten pictures in front of pupils, three of which have word names beginning with the v sound, such as vase, vest, vine, valentine, violet, or violin. Point to the pictures one at a time and have pupils raise their hands if the name of the picture begins with the v sound.

● **Sight to Sound.** Ask pupils to identify what is happening in the picture. Then have them say the word visit and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: vase, vegetable, velvet, and vine)

Next point to the small v at the upper right and tell pupils: "When the beginning sound of visit is written it looks like this."

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of valentine the same as the beginning sound of visit?" (yes) Have pupils draw a line



46

around pictures whose names begin with the v sound. (valentine, vacuum cleaner)

● ● ● **Symbol to Shape.** Direct pupils to the small v at the beginning of the writing space. Ask them how many slanted lines are used to make this letter. (two)

Draw a writing space on the board and demonstrate the formation of small v as you say the number and direction of each stroke:

1. from the guide line, slanted line right to the base line
2. from the guide line, slanted line left to the end of the first stroke

If pupils confuse small v with small w remind them that small v is made with only two strokes and that small w looks more like two vs joined together. Also review each letter's sound by reviewing words that begin with v and w.

Have groups of pupils practise small v at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter. Have them check to make sure that their letters rest straight up and down on the base line.



V
Visit

v

s x v t h v p

V

X T V E V W V



47

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 46. Ask: "Is the beginning sound the same?" (yes) Point to the capital V and ask: "Is the beginning sound of visit written the same on this page as it is on the last page?" (Yes; it is just larger than small v.) Tell them that the beginning letter on this page is a capital V.

Note: Refrain, at this point, from discussing how capital V is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Begin by pointing out that one group contains small letters and the other group contains capital letters. Have pupils identify each group.

Pointing to the first group of letters ask: "Which letters in this group stand for the beginning sound of visit?" Then point to the second group of letters and again ask: "Which letters in this group stand for the beginning sound of visit?" Have pupils circle each letter v.

Note: The ability or inability to discriminate between the letters will be an indication of whether or not pupils are seeing the letters properly.

● ● ● **Symbol to Shape.** Have pupils locate the capital V at the beginning of the writing space at the bottom of the page. Ask if capital V is like small v. (Yes; both letters are made with the same

strokes, but capital V takes up a full space rather than a half space.)

Draw a writing space on the board and demonstrate the formation of capital V as you say the number and direction of each stroke:

1. beginning at the top line, slanted line right to the base line
2. beginning at the top line, slanted line left to the base line

Have groups of pupils practise capital V at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning short o sound.

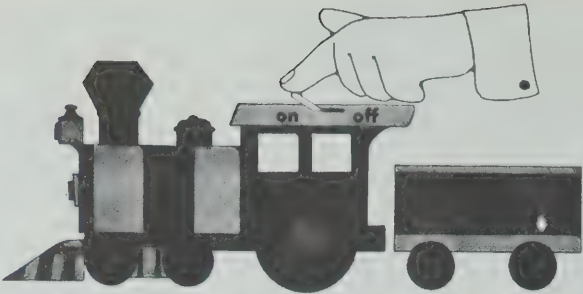
Making the Sound. The beginning short o sound, as in on, is made with the lips unrounded, the tongue low, and the jaw dropped.





Special Problems. The beginning short o sound may be confused with the name of the letter. Help pupils distinguish between the two by telling them the name of the letter is pronounced /ō/ but that it sometimes has the sound we hear at the beginning of the word on.

Getting Started. Whisper a word that begins with the short o sound to one pupil. This pupil becomes your “secret word partner.” Then say to the class: “I am thinking of a word that begins with the short o sound. Who can guess what it is?” The pupil who guesses the right word becomes your new “secret word partner” and the game continues.

● **Sight to Sound.** Ask pupils to identify what is happening in the picture. Then have them say the word on and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: olive, ostrich, October, and off)

Next point to the small o at the upper right and tell pupils: “When the beginning sound of on is written it looks like this.”





48

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: “Is the beginning sound of octopus the same as the beginning sound of on?” (yes) Have pupils draw a line around pictures whose names begin with the o sound. (octopus, olive)

● ● ● **Symbol to Shape.** Ask pupils to name the shape of the small o at the bottom of the page. (circle) Ask them where a circle stroke begins. (at the two o'clock position)

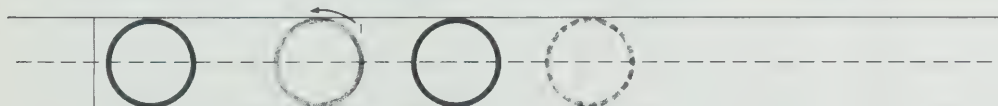
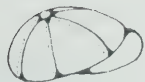
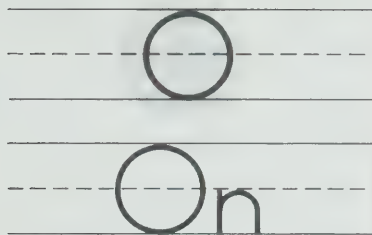
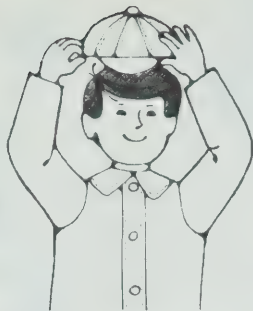
Draw a writing space on the board and demonstrate the formation of small o as you say the number and direction of its basic stroke:

1. beginning at the two o'clock position, circle to the left

Because pupils may confuse small o with small a point out that small a has a tail and small o does not. Remind them to keep the circle round and to make sure that the letter rests on the base line.

Have groups of pupils practise small o at the board. Repeat the number and direction of the basic stroke for each group.

Have pupils trace the numbered stroke in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



49

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 48. Ask: "Is the beginning sound the same?" (yes) Point to the capital O and ask: "Is the beginning sound of on written the same on this page as it is on the last page? (Yes; it is just larger than small o.) Tell them that the beginning letter on this page is a capital O.

Note: Refrain, at this point, from discussing how capital O is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Instead of dealing with words that stand for things this activity shows that some words stand for ideas.

Have pupils look at the three pictures in the middle section. Ask: "What does each picture

show?" (a hat, a head, and a hat on a head) "Which picture shows the idea of something being on something else?" Lead to the conclusion that the first two pictures show things and the third picture shows the idea, or the meaning of, the word on. Remind pupils that on begins with the short n sound.

● ● ● **Symbol to Shape.** Ask pupils how capital O is different from small o. (The letters are made with the same stroke, but capital O is a full space high.)

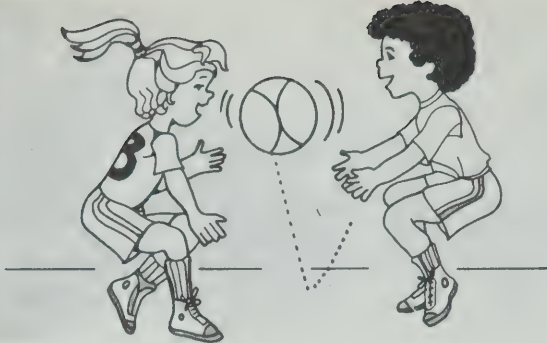
Draw a writing space on the board and demonstrate the formation of capital O as you say the number and direction of its basic stroke:

1. beginning at the two o'clock position, circle to the left

Have groups of pupils practise capital O at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered stroke in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning j sound.



j

jump

50

j j j j

Making the Sound. The beginning j sound, as in jump, is a voiced sound produced by the tongue contacting the upper gum ridge as in the d sound. It is produced with a sharp explosion of air.

Special Problems. Some first-graders may substitute the d sound for the j sound.

Getting Started. Say the following rhyme:

A jumbo jar of juicy jelly
Was inside of Jerry's jacket.
How careful he is, Jerry Kelly,
Not to break or even crack it.

Have pupils say the rhyme with you, listening for words with the same beginning sound as jumbo. Have them name the words.

● **Sight to Sound.** Ask pupils to identify what is happening in the picture. Then have them say the word jump and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: jelly, juice, jacket, and jail)

Next point to the small j at the upper right and tell pupils: "When the beginning sound of jump is written it looks like this."

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of dog the same as the beginning sound of jump?" (no) Have them draw a line around the pictures whose names begin with the j sound. (Jack-in-the-box, jar)

● ● ● **Symbol to Shape.** Have pupils locate the small j at the beginning of the writing space at the bottom of the page. Point out that unlike most letters small j drops below the base line and has a small dot just above the top of the letter.

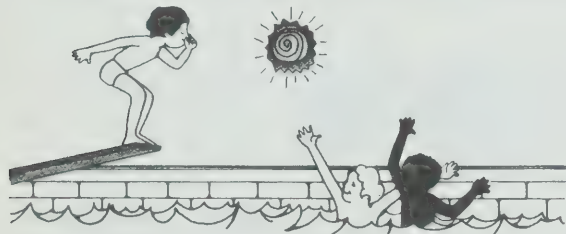
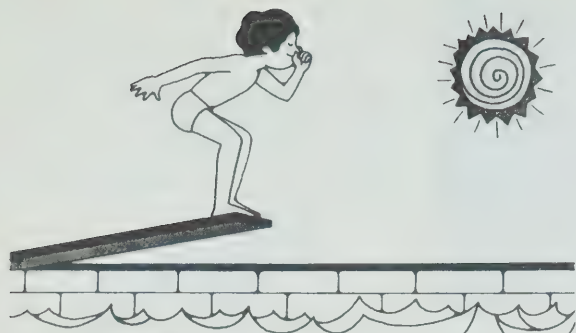
Draw a writing space on the board and demonstrate the formation of small j as you say the number and direction of each stroke:

1. beginning at the guide line, straight line down ending with a curve to the left
2. just above the first stroke, a small dot

Remind pupils that the first stroke drops about a half space below the guide line, like the second stroke in small g.

Have groups of pupils practise small j at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the rest of the writing space for practise.



J
Jump

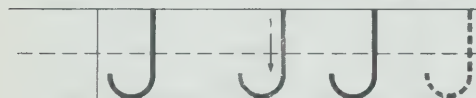
Bump

Lump

Pump

Jump

in the pool.



51

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 50. Ask: "Is the beginning sound the same?" (yes) Point to the capital J and ask: "Is the beginning sound of **jump** written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital J.

Note: Refrain, at this point, from discussing how capital J is written. The emphasis here is on sound.

●● **Sound to Symbol.** Have pupils identify what is happening in the picture.

Read the sentence, omitting the first word. Tell pupils that the first word begins with the j sound.

Have them identify the word **jump** and draw a line around it.

Note: The beginning sounds of **bump** and **pump** have been presented earlier.

●●● **Symbol to Shape.** Ask pupils if capital J resembles small j. (Yes; both letters have a curve at the bottom of the first stroke.) Point out that small j is a half space high and drops below the base line and capital J does not drop below the base line and is a full space high.

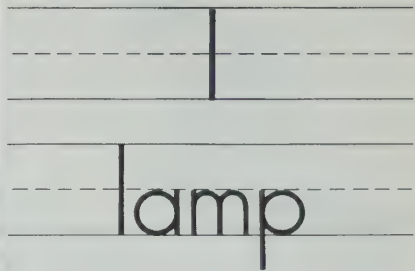
Draw a writing space on the board and demonstrate the formation of capital J as you say the number and direction of the basic stroke:

1. beginning at the top line, straight line down ending with a curve to the left

Have groups of pupils practise capital J at the board. Repeat the number and direction of the basic stroke for each group.

Have pupils trace the numbered stroke in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning l sound.



Making the Sound. The beginning l sound, as in lamp, is a voiced sound produced by the tip of the tongue touching the upper gum ridge and the sides of the tongue lowered to allow air to escape.

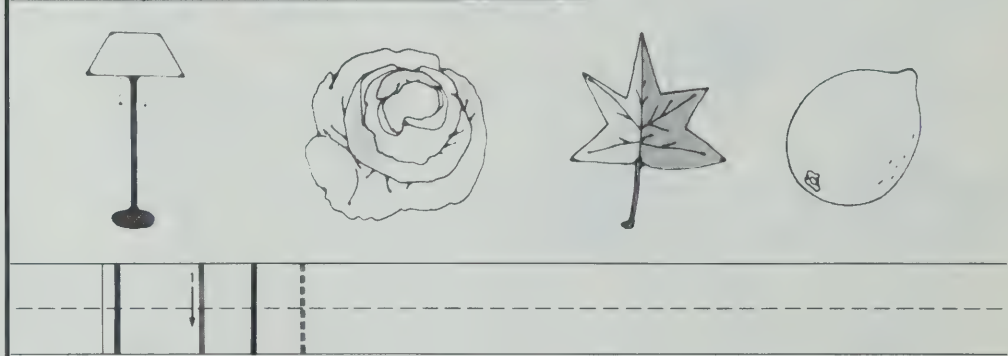
Special Problems. Some first-graders may substitute the y sound for the l sound. This problem usually relates to a developmental stage. Therefore, differences between the two sounds should be demonstrated but should not be insisted upon.

Getting Started. Ask pupils to listen for the beginning sound heard most often in “Look for the little ladder.” Then say the following words, having them raise their hands each time they hear a word beginning with the l sound: **lamb, laugh, water, light, lemon, yellow, leaf, loaf, wall, lion.**

● **Sight to Sound.** Ask pupils to identify the object in the picture. Then have them say the word **lamp** and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: lady, lemon, lock, and leg)

Next point to the small l at the upper right and tell pupils: “When the beginning sound of **lamp** is written it looks like this.”

● ● **Sound to Symbol.** Have pupils identify the



52

first picture in the middle section. Ask: “Is the beginning sound of **lettuce** the same as the beginning sound of **lamp**?” (yes) Have them draw a line around the pictures whose names begin with the l sound. (**lettuce, leaf, lemon**)

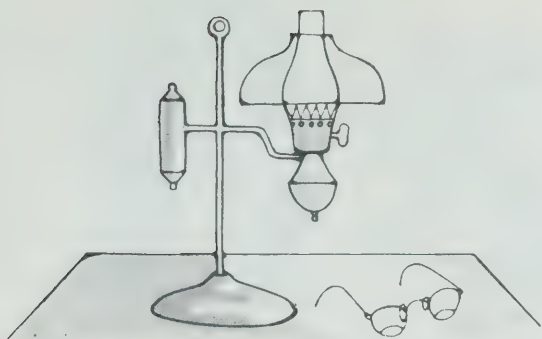
● ● ● **Symbol to Shape.** Direct pupils to the writing space at the bottom of the page. Ask them how many strokes they see in the small l at the beginning of the writing space. (one) Have them name the stroke. (straight line down)

Draw a writing space on the board and demonstrate the formation of small l as you say the number and direction of its basic stroke:

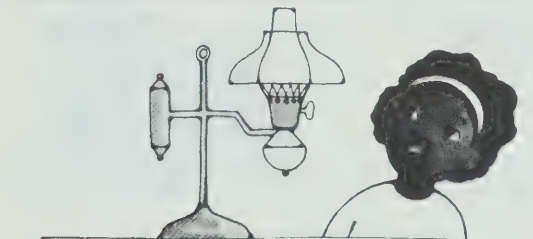
1. beginning at the top line, straight line down to the base line

Have groups of pupils practice small l at the board. Repeat the number and direction of the basic stroke for each group.

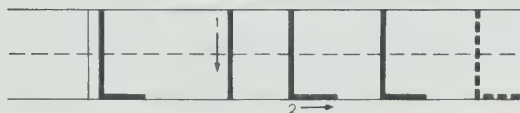
Have pupils trace the numbered stroke in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter. Have pupils compare the size and shape of their letters with the model letter at the beginning of the writing line.



I
Lamp



I see a lamp
camp
damp



53

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 52. Ask: "Is the beginning sound the same?" (yes) Point to the capital **L** and ask: "Is the beginning sound of **lamp** written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital **L**.

Note: Refrain, at this point, from discussing how capital **L** is written. The emphasis here is on sound.

●● **Sound to Symbol.** Have pupils identify what is happening in the picture. Lead to the conclusion that someone is looking at the lamp.

Read the sentence, omitting the last word. Tell pupils that the last word begins with the **I** sound. Have them identify the word **lamp** and draw a line around it.

Note: The beginning sounds of **camp** and **damp** have been presented earlier.

●●● **Symbol to Shape.** Ask pupils if capital **L** is made with any of the same strokes as small **l**. (yes) After pointing out the straight line down, alert pupils to the straight line across at the base line.

Draw a writing space on the board and demon-

strate the formation of capital **L** as you say the number and direction of each stroke:

1. beginning at the top line, straight line down to the base line
2. at the end of the first stroke, straight line across to the right

Have groups of pupils practise capital **L** at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning s sound.

Making the Sound. The beginning s sound, as in saw, is a voiceless sound produced by the tongue held behind the gum ridge. There is a sharp hissing sound and an audible sound of friction.

Special Problems. The s sound may be pronounced th by pupils who lisp. This problem usually relates to a developmental stage. Therefore, correct pronunciation of the two sounds should be demonstrated but should not be insisted upon.

Getting Started. Make up short sentences containing words beginning with s, such as: "Sam saw a Siamese cat sitting in the sun." Repeat each sentence, asking pupils to listen for words that have the same beginning sound as Sam. Then have them raise their hands each time they hear an s word.

● **Sight to Sound.** Ask pupils to identify the object in the picture. Then have them say the word saw and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: seed, secret, seven, and soda)

Note: If words with blends are named (such as sled or stay) do not discuss them. Ask for other words instead.

Next point to the small s at the upper right and tell pupils: "When the beginning sound of saw is written it looks like this."

Special Problems. When seeing words such as shoe pupils may try to isolate the letter s from sh.

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of singing the same as the beginning sound of saw?" (yes) Have them draw a line around the pictures whose names begin with the s sound. (singing, sew)

● ● ● **Symbol to Shape.** Review words that begin with the sound represented by the letter s.



_____ s _____

_____ saw _____



_____ S s S s _____

Then direct pupils to the small s at the beginning of the writing space at the bottom of the page.

Ask pupils how many curves they see in small s. (Two; point out the curve at the top of the letter and the curve at the bottom.)

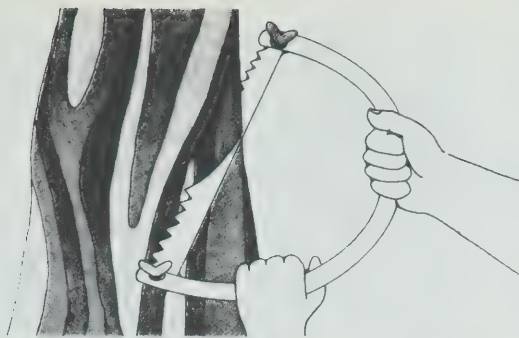
Draw a writing space on the board and demonstrate the formation of small s as you say the number and direction of the stroke:

1. in the lower half of the writing space, curved line left from the two o'clock position and then curved line right to the base line

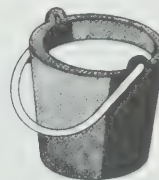
Remind pupils to make the letter without lifting their pencils from the paper.

Have groups of pupils practise small s at the board. Repeat the number and direction of the basic stroke for each group.

Have pupils trace the numbered stroke in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



S
Saw



S S S S

55

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 54. Ask: "Is the beginning sound the same?" (yes) Point to the capital S and ask: "Is the beginning sound of saw written the same on this page as it is on the last page?" (Yes; it is just larger than small s.) Tell them that the beginning letter on this page is a capital S.

Note: Refrain, at this point, from discussing how capital S is written. The emphasis here is on sound.

● ● **Sound to Symbol.** This activity shows that some words are related to each other.

Have pupils look at the three pictures in the middle section. Ask: "What does each picture show?" (wood, rock, and a pail of water) "Which picture shows something a saw could be used on?" (the wood) Lead to the conclusion that we think of some words as belonging with other words. Remind pupils that saw begins with the s sound. Let pupils again think of words, such as soda and secret, that begin with the s sound.

Note: There may be confusion of saw with the past tense of see. If so, you may wish to point out that the word saw has two meanings.

● ● ● **Symbol to Shape.** Ask pupils if capital S looks like small s. (Yes; but capital S is a full space high.)

Draw a writing space on the board and demonstrate the formation of capital S as you say the number and direction of its basic stroke:

1. beginning at the two o'clock position, curve left to the guide line and then curve right to the base line

Have groups of pupils practice capital S at the board. Repeat the number and direction of the basic stroke for each group.

Have pupils trace the numbered stroke in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning z sound.

Making the Sound. The beginning **z** sound, as in **zebra**, is a voiced sound produced by the tongue held behind the gum ridge.

Special Problems.

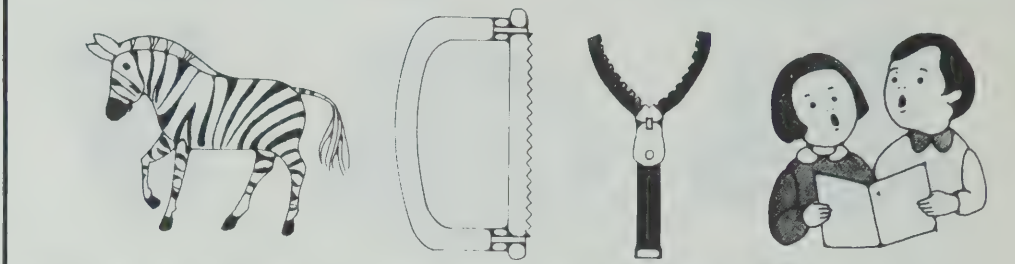
The tongue position for the **z** sound is the same as for **s**; but **s** is a voiceless sound, and **z** is voiced.

Getting Started. Arrange ten chairs in a circle and have eleven pupils walk in single file around the chairs while you read a list of words. Tell pupils that they are to sit down when they hear words beginning with the sound that begins **zone**, **zoo**, and **zero**. However, because there is one chair less than there are pupils one pupil will not have a chair. Both that pupil and a chair are then eliminated and the game continues. The last pupil remaining is the winner.

● **Sight to Sound.** Ask pupils to identify the animals in the picture. Then have them say the word **zebra** and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: **zero**, **zoo** and **zipper**)

Next point to the small **z** at the upper right and tell pupils: "When the beginning sound of **zebra** is written it looks like this."

●● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of saw the same as the beginning sound of **zebra**?" (no) Have pupils draw a line



56

around the picture whose name begins with the **z** sound. (**zipper**)

●●● **Symbol to Shape.** Ask pupils how many slanted and straight lines are used to make small **z**. (one slanted line and two straight lines) Point out the straight line across at the top and at the bottom of the letter and the slanted line between the guide line and the base line.

Draw a writing space on the board and demonstrate the formation of small **z** as you say the number and direction of each stroke:

1. at the guide line, straight line across to the right

2. from the end of the first stroke, slanted line left to the base line
3. from the end of the second stroke, straight line across to the right

Have groups of pupils practise small **z** at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



Z
Zebra

z

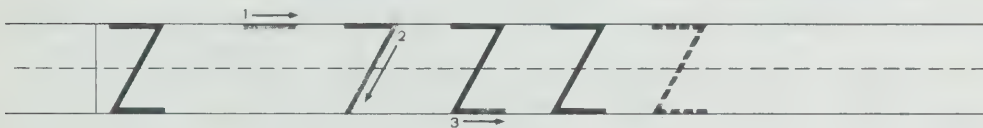
Z

v x z

M V Z E

w m z n

K Z N F Z



57

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 56. Ask: "Is the beginning sound the same?" (yes) Point to the capital **Z** and ask: "Is the beginning sound of **zebra** written the same on this page as it is on the last page?" (Yes; it is just larger than small **z**.) Tell them that the beginning letter on this page is a capital **Z**.

Note: Refrain, at this point, from discussing how capital **Z** is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Begin by pointing out that one group contains small letters and the other group contains capital letters. Have pupils identify each group.

Pointing to the first group of letters ask: "Which letters in this group stand for the beginning sound of **zebra**?" Then point to the second group of letters and again ask: "Which letters in this group stand for the beginning sound of **zebra**?" Have pupils circle each letter **z**.

● ● ● **Symbol to Shape.** Guide pupils to the writing space at the bottom of the page. Ask them how capital **Z** is different from small **z**. (Capital **Z** is larger.)

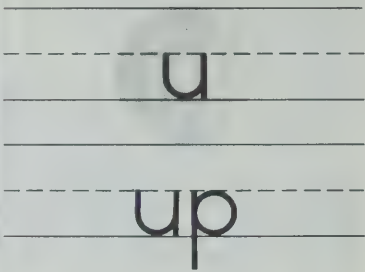
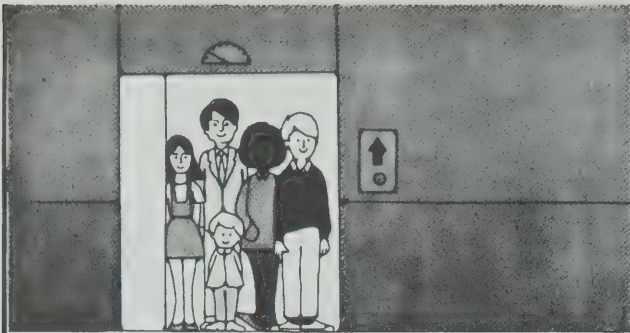
Draw a writing space on the board and demonstrate the formation of capital **Z** as you say the number and direction of each stroke:

1. at the top line, straight line across to the right
2. at the end of the first stroke, slanted line to the left
3. at the base line, straight line across to the right

Have groups of pupils practise capital **Z** at the board. Repeat the number and direction of the basic strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

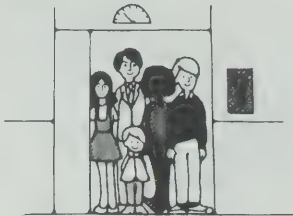
Emphasis—The beginning short u sound.



Making the Sound. The beginning short u sound, as in **up**, is a voiced sound produced with rounded lips and with the back of the tongue elevated.

Special Problems. The beginning short u sound may be confused with its name. Help pupils distinguish between the two by telling them the name of the letter is not the same as the sound we hear at the beginning of the word **up**.

Getting Started. Ask pupils to listen for a beginning sound heard twice in "Get **under** the **um**brella." Then say the following words, having pupils raise their hands each time they hear a word beginning with the short u sound: **uncle, us, ant, umbrella, run, untie, ink, unpack.**



● **Sight to Sound.** Ask pupils to identify what is happening in the picture. Then have them say the word **up** and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (*examples: up, under, uncle, and umpire*)

Next point to the small u at the upper right and tell pupils: "When the beginning sound of **up** is written it looks like this."

●● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of **lamp** the same as the beginning

sound of **up**?" (no) Have pupils draw a line around the picture whose name begins with the short u sound. (*umbrella*)

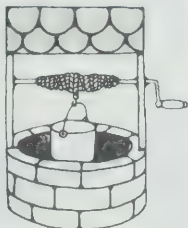
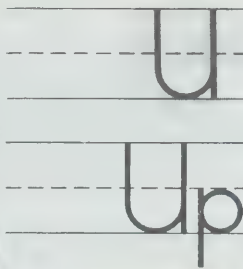
●●● **Symbol to Shape.** Direct pupils to the writing space at the bottom of the page. Point out the curved line at the bottom of small u and the straight line down. You may also wish to point out that small u is exactly like an upside down small n.

Draw a writing space on the board and demonstrate the formation of small u as you say the number and direction of the strokes:

1. beginning at the guide line, straight line down ending in a curve at the base line
2. beginning at the guide line, straight line down

Have groups of pupils practise small u at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



59

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 58. Ask: "Is the beginning sound the same?" (yes) Point to the capital U and ask: "Is the beginning sound of **up** written the same on this page as it is on the last page?" (Yes; it is just larger than small **u**.) Tell them that the beginning letter on this page is a capital U.

Note: Refrain, at this point, from discussing how capital U is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Instead of dealing with words that stand for things this activity shows that

some words can stand for ideas as well as things.

Have pupils look at the three pictures in the middle section. Ask: "What does each picture show?" (a rocket, a well, and a child on a man's shoulders) "Which pictures show things that go **up**?" (The rocket is an obvious answer, but other possibilities could be the bucket in the well and the child. You may wish to use these to develop the concept of **up** and **down**.) Lead to the conclusion that the pictures stand for things that show the meaning of the word **up**. Remind pupils that **up** begins with the short **u** sound.

● ● ● **Symbol to Shape.** Ask pupils how capital U is different from small **u**. (Both letters are made with the same strokes, but capital U is larger.)

Draw a writing space on the board and demonstrate the formation of capital U as you say the number and direction of each stroke:

1. beginning at the top line, straight line down ending in a curve at the base line
2. beginning at the top line, straight line down

Have groups of pupils practise capital U at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning r sound.

Making the Sound. The beginning **r** sound, as in **red**, is a voiced sound produced by the tip of the tongue directed upward toward the center of the hard palate.

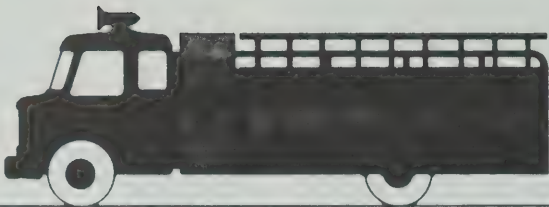
Special Problems. Some first-graders may substitute the **w** sound for the **r** sound. This problem is usually related to a developmental stage. Therefore, correct pronunciation of the two sounds should be demonstrated but should not be insisted upon.

Getting Started. Tell pupils to imagine they are going on a trip. Discuss where they might go and how they are going. Then ask: "Suppose you could take with you only things whose word names begin with the same sound as **Robert** and **road**. What would you take?" Encourage each pupil to name an object beginning with the **r** sound. (examples: **ring**, **rabbit**, **radio**, **rose**, **raincoat**, and **ruler**)

Note: You may wish to vary this game by having pupils take turns saying: "I am going on a trip and I'm going to take _____." Each pupil repeats the phrase, naming an article of his own and trying to name all of the objects named by the pupils before him. The game can be made more difficult by asking pupils to name the objects in the sequence in which they were given. This strengthens auditory memory span.





● **Sight to Sound.** Ask pupils to identify the colour in the picture. Then have them say the word **red** and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: **raisin**, **rag**, **ride**, and **radio**)


Next point to the small **r** at the upper right and tell pupils: "When the beginning sound of **red** is written it looks like this."



r

red



60

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of **rocket** the same as the beginning sound of **red**?" (yes) Have them draw a line around the pictures whose names begin with the **r** sound. (**rocket**, **run**, **rope**)

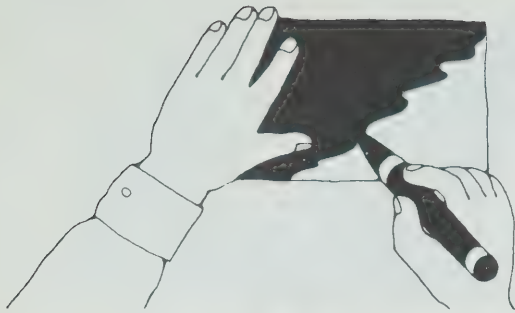
● ● ● **Symbol to Shape.** Direct pupils to the small **r** at the beginning of the writing space at the bottom of the page. Ask them how many straight lines are in small **r**. (one) Ask them how many curved lines they see. (one)

Draw a writing space on the board and demonstrate the formation of small **r** as you say the number and direction of each stroke:

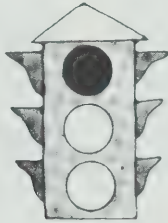
1. beginning at the guide line, straight line down
2. from the ten o'clock position, curved line to the two o'clock position

Have groups of pupils practise small **r** at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter. Remind them that their letters should rest straight up and down on the base line.

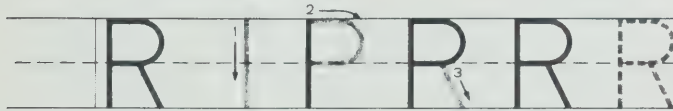


R
Red



This light is

bed
fed
red
wed



61

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 60. Ask: "Is the beginning sound the same?" (yes) Point to the capital **R** and ask: "Is the beginning sound of **red** written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital **R**.

Note: Refrain, at this point, from discussing how capital **R** is written. The emphasis here is on sound.

●● **Sound to Symbol.** Have pupils identify what is happening in the picture. Lead to the conclusion that the traffic light is **red**.

Read the sentence, omitting the last word. Tell

pupils that the last word begins with the **r** sound. Have them identify the word **red** and draw a line around it.

Note: The beginning sounds of **bed**, **fed**, and **wed** have been presented earlier.

●●● **Symbol to Shape.** Review words that begin with the sound represented by **r**. Then have pupils locate the capital **R** at the beginning of the writing space at the bottom of the page. Point out that capital **R** is like capital **P** except for the small slanted line that is drawn from the curved line to the base line.

Draw a writing space on the board and demon-

strate the formation of capital **R** as you say the number and direction of each stroke:

1. beginning at the top line, straight line down to the base line
2. beginning at the top line, curved line right to the base line
3. from the curved line, slanted line to the base line

Have groups of pupils practise capital **R** at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the **red**, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning y sound.

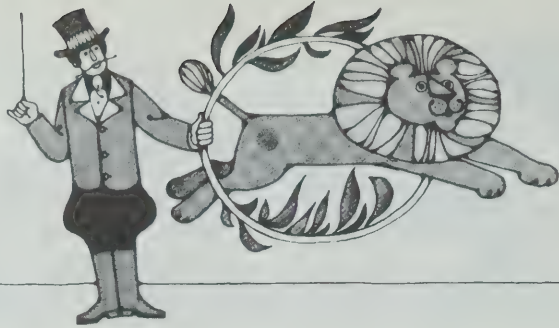
Making the Sound. The beginning y sound, as in yes, is a voiced sound produced by the tongue moving rapidly from the position of the long i sound, as in my, to the following vowel.

Special Problems. The sound of the letter y is sometimes confused with the name of the letter u. To help pupils distinguish between the two, discuss the difference between the sound of y, as in yes, and the name of u. Point out that the name of u begins with the y sound but ends with a different u sound.

Getting Started. Whisper a word that begins with y to one pupil. This pupil becomes your “secret word partner.” Then say to the class: “I am thinking of a word that begins with y. Who can guess what it is?” The pupil who guesses the right word becomes your new “secret word partner” and the game continues.

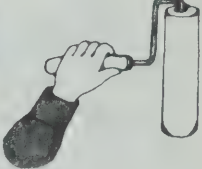



● **Sight to Sound.** Ask pupils to identify what is happening in the picture. Then have them say the word yes and listen to themselves as they say the beginning sound. Encourage pupils to think of other words that begin with the same sound. (examples: yard, you, yellow, and yell)

Next point to the small y at the upper right and tell pupils: “When the beginning sound of yes is written it looks like this.”



y

yes



62

y

y

y

y

●● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: “Is the beginning sound of zebra the same as the beginning sound of yes?” (no) Have pupils draw a line around pictures whose names begin with the y sound. (yawn, yellow)

●●● **Symbol to Shape.** Ask pupils how many slanted lines they see in small y. (two) Point out that the longest of the two lines drops about a half space below the base line.

Draw a writing space on the board and demonstrate the formation of small y as you say the number and direction of each stroke:

1. beginning at the guide line, slanted line right to the base line
2. beginning at the guide line, slanted line to below the base line

Have groups of pupils practice small y at the board. Repeat the number and direction of the strokes for each group.

Have groups of pupils practise small y at the books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



Y
Yes



This is a zebra.

Yes

No

Mom can jump.

Yes

No

A hat can go.

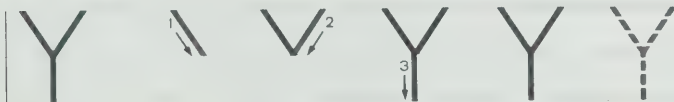
Yes

No

The lamp is on.

Yes

No



63

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 62. Ask: "Is the beginning sound the same?" (yes) Point to the capital Y and ask: "Is the beginning sound of yes written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital Y.

Note: Refrain, at this point, from discussing how capital Y is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Have pupils identify the animal in the picture. Read aloud the sentence next to the picture and then ask: "Is this sentence

true?" (yes) "What sound does yes begin with?" (the y sound) Tell pupils to draw a line around the answer that begins with the y sound. Continue in the same way with the remaining sentences.

Note: Either answer for the three sentences at the right may be correct.

● ● ● **Symbol to Shape.** Ask pupils how many slanted lines they see in capital Y. (two) Ask them how many straight lines they see in the letter. (one) Stress the slight difference in the formation of capital and small y and remind them that capital Y will be a full space high.

Draw a writing space on the board and demonstrate the formation of capital Y as you say the number and direction of each stroke:

1. beginning at the top line, slanted line right to the guide line
2. beginning at the top line, slanted line left to the guide line
3. from the guide line, straight line to the base line

Have groups of pupils practise capital Y at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.

Emphasis—The beginning q sound.

Making the Sound. The beginning q sound, as in **queen**, is a combination of the k and w sounds. (See pages 26 and 34.) It is made with rounded lips and with the back of the tongue elevated to touch the soft palate.

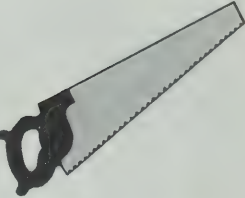

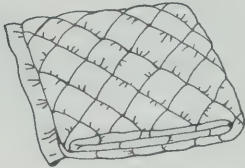


Special Problems. The name of the letter q may be confused with the kw sound. Tell pupils that because q never appears in a word in the English language without being followed by a u, the beginning sound of words beginning with q is always a blend of q and u, pronounced kw.


Getting Started. Ask pupils to listen for a beginning sound heard twice in "Question the queen." Then say the following words, having them raise their hands when they hear a word beginning with the kw sound: quiz, twig, quick, quart, wall, question, walrus, queer.

● **Sight to Sound.** Ask pupils to name the picture and listen to themselves as they say the beginning sound. Encourage them to think of other words that begin with the same sound. (examples: question, quick, quiet, and quack)

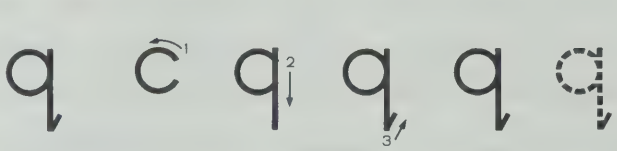
Next point to the small q at the upper right and tell pupils: "When the beginning of queen is written it looks like this."

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the beginning sound of quilt the same as the beginning sound of queen?" (yes) Have them draw a line





queen



64

around the pictures whose names begin with the q sound. (quilt, quarter)

● ● ● **Symbol to Shape.** Direct pupils to the small q at the beginning of the writing space at the bottom of the page. Point out the three different strokes used to make small q. (curved line, straight line down, slanted line)

Draw a writing space on the board and demonstrate the formation of small q as you say the number and direction of each stroke:

1. beginning at the two o'clock position, curved line to the left
2. beginning at the guide line, straight line down

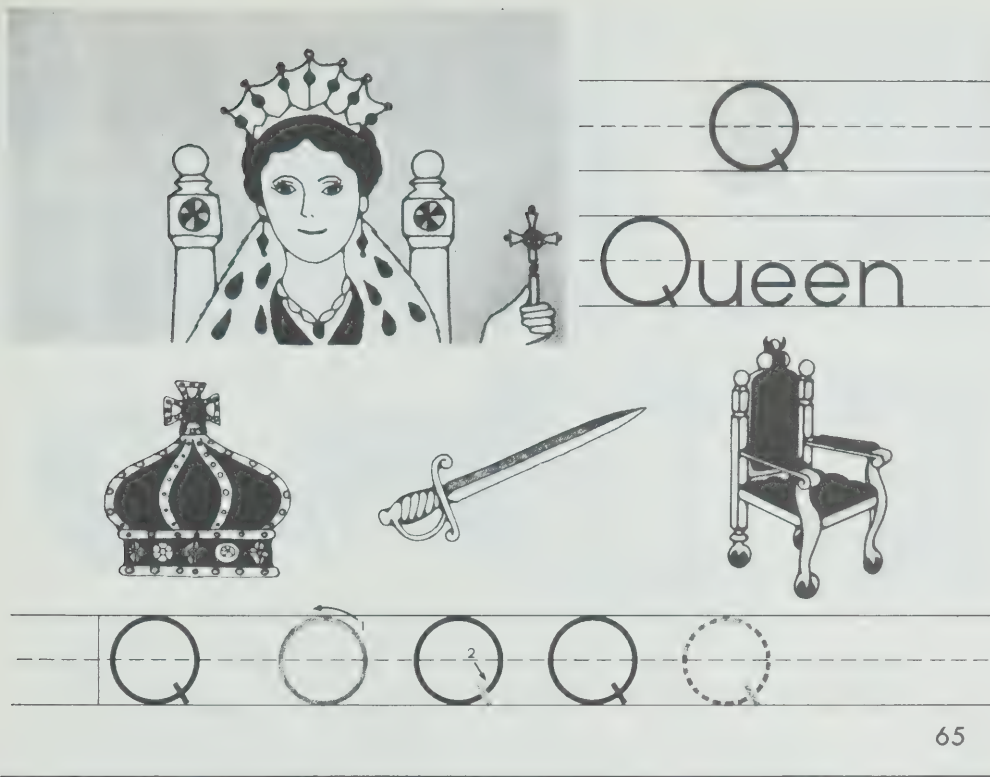
3. at the end of the second stroke, slanted line up to the right

Remind pupils that small q drops about a half space below the base line.

Because small q and small g look alike stress that q ends with a slanted line and g ends with a curve.

Have groups of pupils practise small q at the board. Repeat the number and direction of the strokes in each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the rest of the writing space for practise.



65

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 64. Ask: "Is the beginning sound the same?" (yes) Point to the capital Q and ask: "Is the beginning sound of **queen** written the same on this page as it is on the last page?" (no) Tell them that the beginning letter on this page is a capital Q.

Note: Refrain, at this point, from discussing how capital Q is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Instead of showing isolated words this activity shows that words can be categorized or grouped.

Have pupils look at the three pictures in the

middle section. Ask: "What does each picture show?" (a crown, a sword, and a throne) "Which things could be used by a **queen**?" (the crown, the sword, and the throne) Lead to the idea that words may be grouped by the things they have in common.

You may wish to have pupils use the items in a story about a **queen**. Remind pupils that **queen** begins with the kw sound.

● ● ● **Symbol to Shape.** Pointing to the capital Q at the beginning of the writing space ask pupils to name the strokes that are used to form the letter. (circle, slanted line)

Draw a writing space on the board and demon-

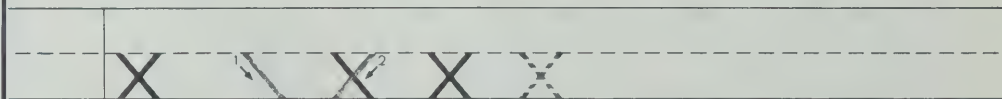
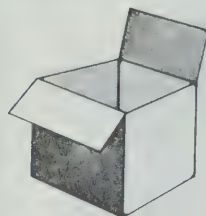
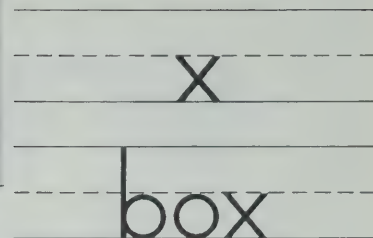
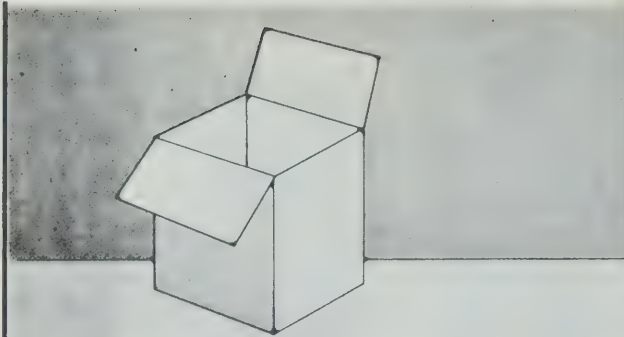
strate the formation of capital Q as you say the number and direction of each stroke:

1. beginning at the two o'clock position, circle to the left
2. at the right edge of the circle, slanted line to the base line

Because pupils may confuse capital O with capital Q stress that Q must always have a slanted line at the circle's right edge.

Have groups of pupils practise capital Q at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



66

Making the Sound. The final **x** sound, as in **box**, is a combination of the **k** and **s** sounds. (See pages 34 and 54.)

Special Problems. The sound of **x** at the beginning of words is different from the sound of **x** at the end of words. The beginning **x** sound is **z**, as in **xylophone**.

Getting Started. Arrange ten chairs in a circle and have eleven pupils walk in a single file around the chairs while you read a list of words. Tell them they are to sit down when they hear words ending with the sound that ends **wax** or **ox**. However, because there is one chair less than there are pupils one pupil will not have a chair. Both that pupil and a chair are then eliminated and the game continues. The last pupil remaining is the winner.

● **Sight to Sound.** Ask pupils to identify the object in the picture. Then have them say the word **box** and listen to themselves as they say the ending sound. Encourage them to think of other words that end with the same sound. (examples: **lax**, **wax**, and **ox**)

Note: If words ending with **cks** are named (such as **socks** or **rocks**) acknowledge that they have the same sound. Refrain, however, from pointing out that the **x** sound in such words is spelled **cks** rather than **x**. Instead, ask for other words.

Next point to the small **x** at the upper right and tell pupils: "When the ending sound of **box** is written it looks like this."

● ● **Sound to Symbol.** Have pupils identify the first picture in the middle section. Ask: "Is the ending sound of **ax** the same as the ending sound of **box**?" (yes) Have pupils draw a line around the pictures whose names end with the **x** sound. (**ax**, **ox**, **fox**)

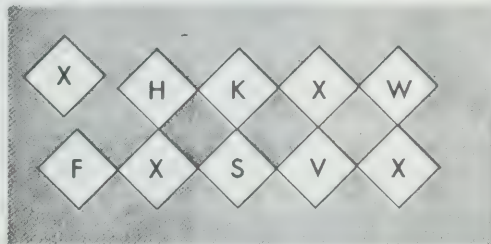
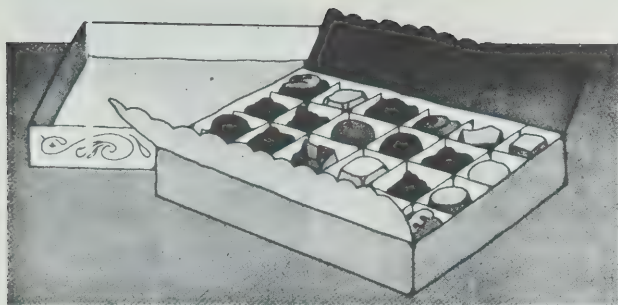
● ● ● **Symbol to Shape.** Direct pupils to small **x** at the beginning of the writing space. Ask them how many slanted lines are used to make the letter. (two)

Draw a writing space on the board and demonstrate the formation of small **x** as you say the number and direction of the strokes:

1. beginning at the guide line, slanted line right to the base line
2. beginning at the guide line, slanted line left to the base line

Have groups of pupils practise small **x** at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their books with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter.



67

● **Sight to Sound.** Ask pupils to compare this picture with the one on page 66. Point to the capital X and ask: "Is the letter X written the same on this page as it is on the last page?" (Yes; it is just larger than small x.) Tell them that the letter on this page is a capital X.

Note: Refrain, at this point, from discussing how capital X is written. The emphasis here is on sound.

● ● **Sound to Symbol.** Begin by pointing out that one group contains small letters and the other group contains capital letters. Have pupils identify each group.

Pointing to the first group of letters ask: "Which letters in this group stand for the ending sound of **box**?" Then point to the second group of letters and again ask: "Which letters in this group stand for the ending sound of **box**?" Have pupils circle each letter x.

Note: The ability or inability to discriminate between the letters will be an indication of whether or not pupils are seeing the letters properly.

● ● ● **Symbol to Shape.** Review words that end with the sound represented by x. Then, pointing to the capital X at the beginning of the writing

space ask pupils if capital and small x look alike. (Yes; but capital X is a full space high.)

Draw a writing space on the board. Demonstrate the formation of capital X as you say the number and the direction of the strokes:

1. beginning at the top line, slanted line right to the base line
2. beginning at the top line, slanted line left to the base line

Have groups of pupils practise capital X at the board. Repeat the number and direction of the strokes for each group.

Have pupils trace the numbered strokes in their book with their index fingers. Then tell them to trace the red, dashed letter with their pencils and to use the remainder of the writing space to practise the letter. Remind them that their letters should look like the model letter and rest on the base line.

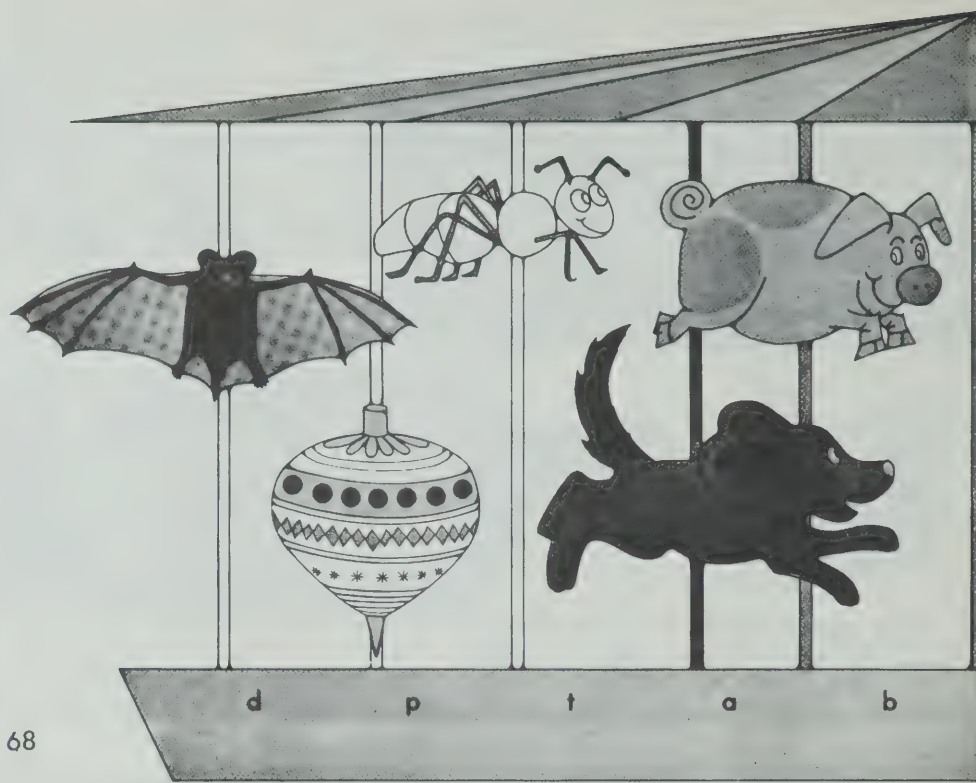
Diagnostic Supplement

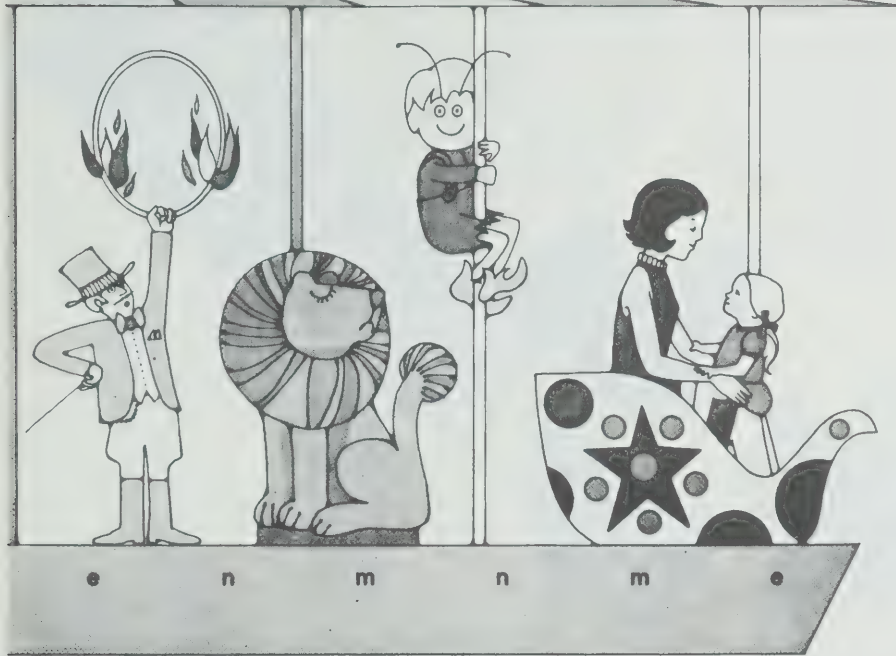
The Diagnostic Supplement pages are designed to determine whether or not some pupils are having trouble identifying sounds and the letters of the alphabet.

The pictures are similar to those used in the Sight to Sound sections, pages 16 through 67. The recognition sequence moves from "sight" to "sound."

Emphasis—The beginning sounds of d, p, t, a, and b.

Match and Draw. Begin by having pupils identify each word picture. Then have them say the word and identify the beginning sound. Next have them say the sound that each letter stands for. Pointing to the first picture ask: "Which letter on this page spells the same sound as the beginning sound of bat?" Have them draw a line from the picture to the letter that stands for the b sound. Continue in the same way with the remaining pictures. (top, ant, dog, pig)





69

Match and Draw. Begin by having pupils identify each word picture. Then have them say the word and identify the beginning sound. Next ask them to say the sound that each letter stands for. Pointing to the first picture ask: "Which letter spells the same sound as the beginning sound of *no*?" Have them draw a line from the picture to the letter that stands for the *n* sound. Continue in the same way with the remaining pictures. (*elf*, *mama*)

Note: Do not alert pupils to duplications. The ability to observe or not observe the two *es*, *ns*, and *ms* is an indication of a pupil's attention span and concentration.

For information regarding audio and visual discrimination of *m* and *n*, see pages 26, 27, 28, and 29.

Emphasis—The beginning sounds of **k**, **g**, **c**, and **i**.

king candy

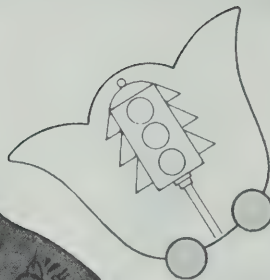
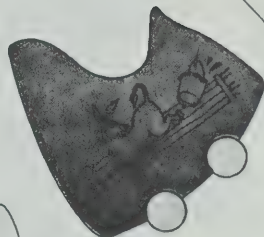
girl in

cat kick

into gate

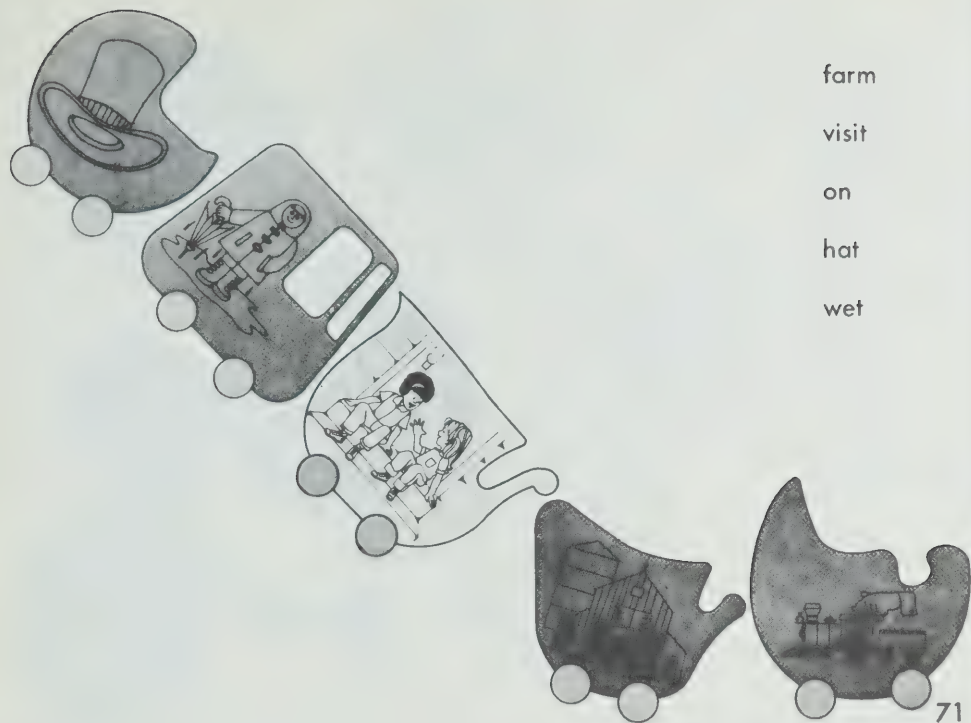
go

inch



Match and Draw. Begin by having pupils identify each word picture. (**cat**, **kick**, **go**, **in**) Then have them say the word and identify the beginning sound. Next ask them to say the sound that each printed word begins with. Beginning with the first picture ask: "Which word begins with the same sound as the beginning sound of **cat**?" (Pupils should see that both **c** and **k** can spell the sound but that **c** spells it in **cat**.) Have them draw a line from the picture to the letter that stands for the **c** sound in **cat** and **candy**. Continue in the same way with the remaining pictures. Tell them they may look back to previous pages if necessary.

For information regarding audio discrimination of the **c** and **k** sounds, see pages 32, 33, 34, and 35.



farm

visit

on

hat

wet

Emphasis—The beginning sounds of f, v, o, h, and w.

Match and Draw. In the Match and Draw activities on this page and on page 72 the recognition process is reversed. On these pages pupils begin with sound and move to sight. That is, they begin the activity by identifying the sound at the beginning of a word, and then they match the sound with a picture whose word name begins with the same sound.

Note: This activity will indicate readiness to interchange visual and auditory skills. Some first-graders may not have reached this level.

Begin by asking pupils to draw a line around the first letter of the first word, **farm**. Ask: "What sound does this letter stand for?" Pronounce the word **farm** and help them recognize the **f** sound. Next have them say the word that stands for each picture. (**hat**, **wet**, **visit**, **farm**, **on**) Ask: "Which picture stands for a word that begins with the same sound as **farm**?" Have them draw a line from the word to the picture whose word name has the same beginning sound.

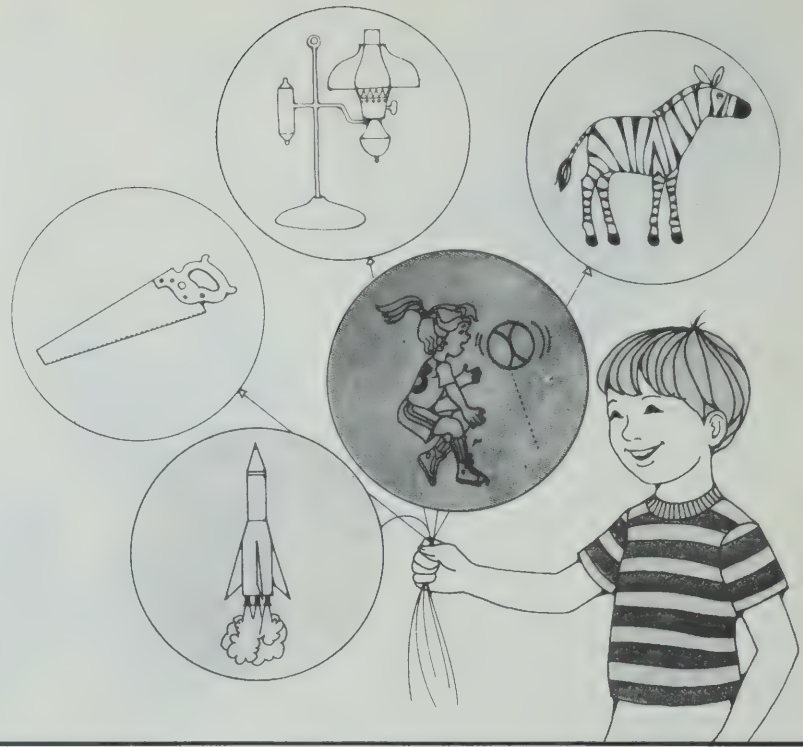
For information regarding audio discrimination of the **f** and **v** sounds see pages 44, 45, 46, and 47.

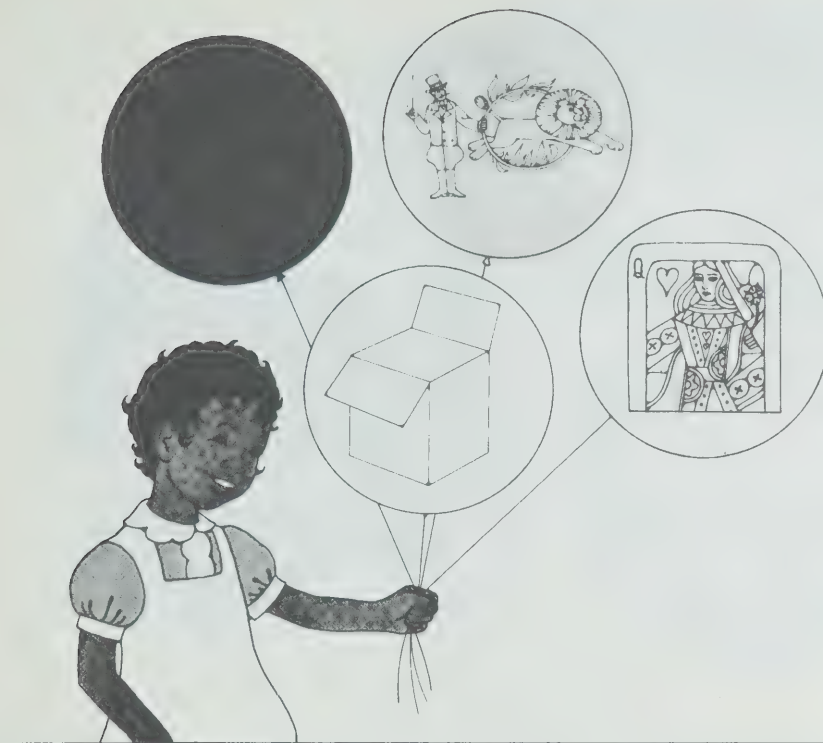
Emphasis—The beginning sounds of z, s, l, u, and j.

Match and Draw. Begin by asking pupils to draw a circle around the first letter of the first word, **zebra**. Ask: "What sound does this letter stand for?" Pronounce the word **zebra** and help them recognize the z sound. Next have them say the word that stands for each picture. (**lamp, zebra, jump, up, saw**) Ask: "Which picture stands for a word that begins with the same sound as **zebra**?" Have them draw a line from the word to the picture whose word name has the same beginning sound.

For information regarding audio discrimination of the z and s sounds see pages 54, 55, 56, and 57.

zebra
saw
lamp
up
saw
zebra
jump
up
lamp
up
jump
saw





rake

red

yes

ox

fox

ax

yellow

yes

queen

73

Emphasis—The beginning sounds of r, y, and q and the ending sound of x.

Match and Draw. Before beginning the activity point out that there are four pictures on the page and a column of words. Tell pupils that each picture begins or ends with a sound they know and that some of the letters in the words stand for the sounds.

Begin by calling attention to the first picture and helping pupils identify the word red. Ask: "What is the beginning sound of the word red?" (the r sound) Next point to the column of words and say: "I will read the words here. If you hear the same sound that you hear at the beginning of red, draw a line around the letter that spells the sound." Pronounce all the words in the column, allowing time for pupils to say the word to themselves and to listen for the r sound.

After pupils have circled their answers continue in the same way with the remaining pictures. (yes, queen, box) In box the key sound and letter are at the end of the word rather than the beginning.

Note: To keep the answers separate use a different colour to circle the letters for each sound.

Enrichment Supplement

The enrichment activities are for pupils who readily grasp all the concepts that have been presented but who need additional challenges that do not always result in immediate or easy success.

Emphasis—Visual discrimination.

Find Them. Have pupils look at the big picture. Tell them that hidden within the big picture are several small pictures. Point to the small pictures on the left side of the page and ask: "Do you see any of the small pictures in the big picture?" Allow time for them to look at the big picture and find the pig, bat, top, dog, and ant.

Next have pupils look at the two words under the small picture of the pig. Ask: "Do the two words tell the name of the same thing?" (yes) "Do they look the same way?" (no) "How are they different?" Help them see that one word begins with a small p and the other begins with a capital P.

Ask pupils to draw a line from the small picture of the pig to the pig in the big picture. Continue in the same way with the remaining pictures.

Note: As an additional activity you may wish to have pupils make up stories about the picture and take turns telling them.



pig Pig



bat Bat



top Top



dog Dog



ant Ant





zebra Zebra



saw Saw



lamp Lamp



cat Cat



elf Elf



Emphasis—Visual discrimination.

Find Them. Have pupils look at the big picture. Tell them that hidden within the big picture are several small pictures. Point to the small pictures on the left side of the page and ask: "Do you see any of the small pictures in the big picture?" Allow time for them to look at the big picture and find the cat, elf, lamp, saw, and zebra.

Next have pupils look at the two words under the small picture of the zebra. Ask: "Do the two words tell the name of the same thing?" (yes) "Do they look the same way?" (no) "How are they different?" Help them to see that one word begins with a small z and the other begins with a capital Z.

Ask pupils to draw a line from the small picture of the zebra to the zebra in the big picture. Continue in the same way with the remaining pictures.

Emphasis—Using beginning sounds.

Making New Words. This activity requires that pupils substitute other beginning sounds for the **h** sound in **hat**.

Note: Before beginning the activity, give each pupil a 2-inch by 2-inch square of paper.

Begin by telling pupils to look at the big word that says **hat**. Point to the **h** and say: "What is the beginning sound of **hat**?" Help them identify the beginning sound. Then write the word on the board and go through the following steps with them:

1. Tell pupils to take the square of paper and cover the beginning sound in **hat**. Demonstrate by erasing the **h** in the word on the board.

2. Next call attention to the list of words and tell pupils to put one of their fingers under the beginning sound in the first word, **pig**. Write the word **pig** on the board and demonstrate.

3. Ask: "What is the beginning sound of **pig**?" Help them identify the **p** sound.

4. Then say: "Now let's put the **p** sound where the **h** sound used to be." Point to where the **h** was in **hat** and write the **p** in its place. Say: "Now let's say the **p** sound and the ending sound of **hat** together." Have them say the word **pat**. Ask: "Do these sounds make a word?" (yes)

Note: The inclusion of combinations that lead to nonwords is intentional. Pupils should discover that all letters do not combine with **at** to make real words. Also note that this activity may be continued for several lessons, using as many words as desired.

5. Continue in the same way with the remaining words. (**bat**, **tat**, **mat**, **cat**, **gat**, **fat**, **vat**)

pig
bat
top
dog
ant
mom
no
cat
kick
go
in
wet
farm
visit



pig
bat
jump
lamp
saw
zebra
up
red
yes
queen
gate



wet

77

Emphasis—Using beginning sounds.

Making New Words. This activity requires that pupils substitute other beginning sounds for the **w** sound in **wet**.

Note: Before beginning the activity give each pupil a 2-inch by 2-inch square of paper.

Begin by telling pupils to look at the big word that says **wet**. Point to the **w** and say: "What is the beginning sound of **wet**?" Help them identify the beginning sound. Then write the word on the board and go through the following steps with them:

1. Tell pupils to take the square of paper and cover the beginning sound in **wet**. Demonstrate by erasing the **w** in the word on the board.

2. Next call attention to the list of words and tell pupils to put one of their fingers under the beginning sound in the first word, **pig**. Write the word **pig** on the board and demonstrate.

3. Ask: "What is the beginning sound of **pig**?" Help pupils identify the **p** sound.

4. Then say: "Now let's put the **p** sound where the **w** sound used to be." Point to where the **w** was in **wet** and write the **p** in its place. Say: "Now let's say the **p** sound and the ending sound of **wet** together." Have pupils say the word **pet**. Ask: "Do these sounds make a word?" (yes)

Note: The inclusion of combinations that lead to nonwords is intentional. Pupils should discover that all letters do not combine with **et** to make real words. Also note that this activity may be continued for several lessons, using as many words as desired.

5. Continue in the same way with the remaining words. (**bet**, **jet**, **let**, **set**, **yet**, **get**)

Emphasis—Words that name things and animals.



p P



b B



t T



d D

Look and Draw. This activity extends recognition of the beginning sounds of **pig**, **bat**, **top**, and **dog** to other words that have the same beginning sounds and introduces the concept that some words name things and animals.

Note: This concept will be extended in pages 79 through 81 to words that name persons, places, and ideas. The entire concept will be contrasted on page 82 with words that name actions.

Before beginning the activity make sure that each pupil has a large (approximately 12×18) sheet of art paper and crayons. Show them how to fold the paper into quarter sections and then reopen it. Point out that the paper is now divided into four parts and that page 78 is also divided into four parts. Tell them that to complete each part of the page they will use one part of the paper.

78

Ask pupils to identify the pictures on the page. Lead them to see that each picture shows a thing or an animal.

Return to the first picture of the **pig**. Have pupils identify the beginning **p** sound and the symbol, **p**, that stands for that sound. Then ask: "What other things or animals can you think of that begin with the **p** sound or the letter **p**?"

If pupils need help have them associate the sound

with a familiar place. Ask: "How many things beginning with **p** can you name that would be in a kitchen?" (**pitcher**, **potato**, **pot**) "on a farm?" (**pig**, **pony**)

Have pupils draw a small pig in one corner of the art paper, then have them draw other things or animals with names beginning with **p** in the same block. Continue in the same way with the remaining pictures and their word names.



v

V



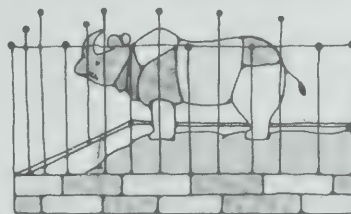
l

L



s

S



z

Z

79

Look and Draw. This activity extends recognition of the beginning sounds of **valentine**, **lemon**, **sea**, and **zoo** to other words that have the same beginning sounds and develops the idea that some words stand for names of places and things.

Before beginning the activity make sure that each pupil has a large (approximately 12 × 18) sheet of art paper and crayons. Show them how to fold the paper into quarter sections as before (see

page 78) and point out that each section is to be used to complete one part of the page in the book.

Ask pupils to identify the pictures on the page. Lead them to see that each picture shows a thing or a place.

Return to the first picture of the **valentine**. Have pupils identify the beginning **v** sound and the symbol, **v**, that stands for that sound. Then ask: "What other things can you think of that begin with the **v**

sound or the letter **v**?" If pupils need help have them associate the sound with a familiar place. Ask: "How many things beginning with **v** can you name that would be found in a grocery store?" (**vegetables**, **veal**, **vinegar**, **vitamins**)

Have pupils draw a small valentine or heart in one corner of the art paper, and then have them draw other things, or objects, with names beginning with **v** in the same block. Continue in the same way with the remaining pictures and their word names.

Emphasis—Words that name persons and things.



m M



c C



h H



f F

80

Look and Draw. This activity extends recognition of the beginning sounds of **magician**, **cowboy**, **house**, and **fairy** to other words that have the same beginning sounds and develops the idea that some words stand for persons, places, and things.

Before beginning the activity make sure that each pupil has a large (approximately 12×18) sheet of art paper and crayons. Show them how to fold the paper into quarter sections as before (see page 78) and point out that each section is to be used to

complete one part of the page in their books.

Ask pupils to identify the pictures on the page. Lead them to see that each picture shows a person or a thing.

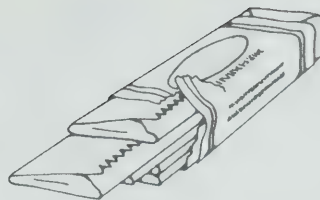
Return to the first picture of the **magician**. Have pupils identify the beginning **m** sound and the symbol, **m**, that stands for that sound. Then ask: "What other things can you think of that begin with the **m** sound or the letter **m**?" (Emphasize the word *things*, making sure pupils understand you are re-

ferring to objects.) If they need help have them associate the sound with a familiar place. Ask: "How many things beginning with **m** can you name that would be found in a home?" (**magazines**, **milk**, **money**, **mayonnaise**)

Have pupils draw a small magician in one corner of the art paper, and then have them draw other things, or objects, with names beginning with **m** in the same block. Continue in the same way with the remaining pictures and their word names.



r R



g G



w W



q Q

Emphasis—Words that name animals, things, and ideas.

81

Look and Draw. This activity extends recognition of the beginning sounds of **rooster**, **gum**, **winter**, and **question** to other words that have the same beginning sounds and develops the idea that some words stand for animals, things, and ideas.

Before beginning the activity make sure that each pupil has a large (approximately 12×18) sheet of art paper and crayons. Show them how to fold the paper into quarter sections as before (see page 78) and point out that each section is to be used to

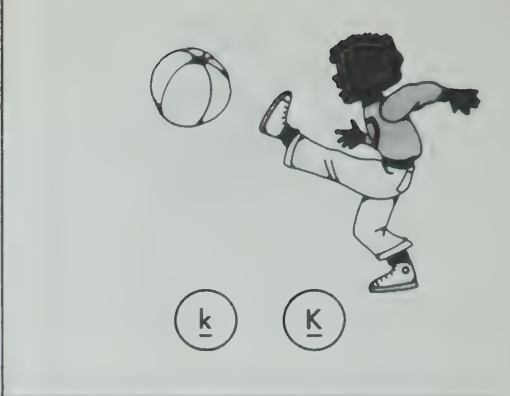
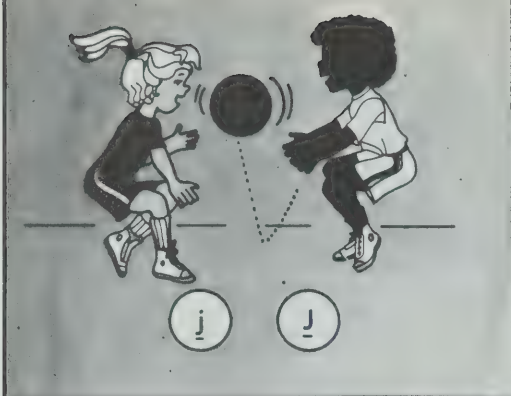
complete one part of the page in their books.

Ask pupils to identify the pictures on the page. Lead them to see that each picture shows an animal, a thing, or an idea.

Return to the first picture of the rooster. Have pupils identify the beginning **r** sound and the symbol, **r**, that stands for that sound. Then ask: "What other things can you think of that begin with the **r** sound or the letter **r**?" (Emphasize the word *things*, making sure pupils understand you are re-

ferring to objects.) If they need help have them associate the sound with a familiar place. Ask: "How many things beginning with **r** can you name that would be found in a department store?" (**raincoats**, **rubber gloves**, **rocking chairs**, **roller skates**)

Have pupils draw a small rooster in one corner of the art paper, and then have them draw other things, or objects, with names beginning with **r** in the same block. Continue in the same way with the remaining pictures and their word names.

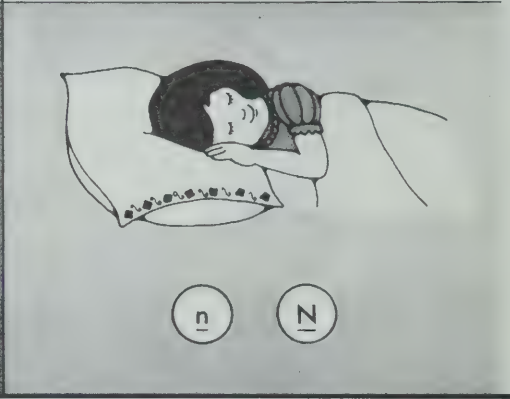
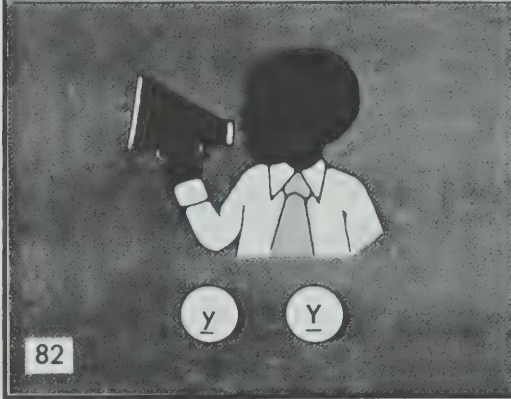


Look and Say. This activity extends recognition of the beginning sounds of **jump**, **kick**, **yell**, and **nap** to other words that have the same beginning sounds and introduces the concept that some words stand for actions.

Note: Pages 78 through 81 introduced and developed the concept that words can stand for persons, places, things, animals, and ideas. You may wish to contrast the two groups of words.

Ask pupils to look at all of the pictures on the page and tell how they are alike. (They all show actions.) If pupils have difficulty understanding this concept you may ask such questions as: "Do the words name a thing, an idea, or a place? What do you think of when you hear the words? Do you see anything happening?" Lead them to see that each picture shows something happening, an action. Point out that although the word **nap** does not bring to mind an action in the same way that **jump** and **kick** do it is still an action word because it indicates something someone does.

Beginning with the first two words, **jump** and **kick**, point out the word pictures, saying: "Here are two word pictures you know." Have pupils role-play the actions in the pictures and then ask: "Do



you also remember the beginning sounds of the words?" Help them identify the **j** and **k** sounds, then have them think of other words that begin with the same sounds.

Call attention to the two bottom pictures, saying: "Here are two new word pictures. What action do they show?" Ask someone to act out the action in the pictures while others guess the words being acted out. After the words are identified have pupils say the words **yell** and **nap**, listening to themselves as they say the beginning sounds. Help them identify the **y** and the **n** sounds and the letters that stand for them.



a

A



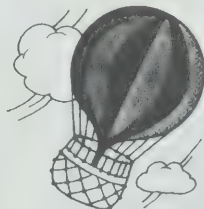
e

E



i

I



u

U



o

O

83

Emphasis—Vowels with short sounds.

Look and Say. This activity develops recognition of beginning short vowel sounds in **ant**, **elf**, **in**, **up**, and **on** and extends recognition to other words.

Beginning with the first word picture have pupils identify the **ant**. Write the word **ant** on the board and call attention to the first letter, **a**. Tell them that the letter **a** is a particular kind of letter called a **vowel**: Explain that there are four other vowels and that each of the pictures on page 83 stands for a word that begins with a vowel. Have them identify the other word pictures, and then write the words **elf**, **in**, **up**, and **on** under **ant**. Underline the beginning letter of each and tell them again that each beginning letter is a vowel.

Point to the first word picture of the **ant** and have pupils pronounce the word on the board. Then ask: "What sound did you hear at the beginning of **ant**?" Help them identify the short **a** sound. Ask: "What other words do you know that begin with the short **a** sound?" Have them name other words that begin with the short **a** sound, and then continue in the same way with the remaining word pictures.

Note: If pupils name words with schwa sounds (unaccented vowels such as the **a** in **across**, **about**, and so forth) do not discuss them but ask for other words.

Transitional Supplement

The Transitional Supplement (pages 84 through 112) is designed to be a link to any grade 2 spelling program. The pages combine recognizing letters, sounds, and word families with visual discrimination games. They lead into combining known spellings of vowel and consonant sounds, so that pupils spell complete words.

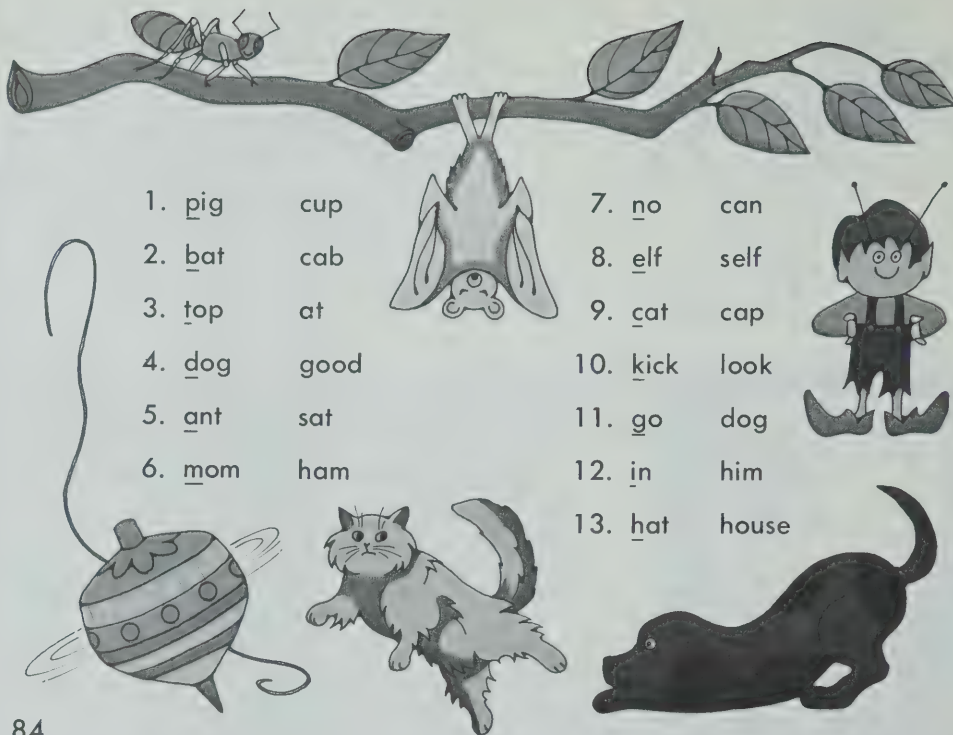
Emphasis—Recognition of familiar sounds in new positions.

Word Warm-Up. Tell pupils that you want them to play a guessing game with you. Tell them you are thinking of two playthings. Give pupils a few clues and have them guess the name of each toy. (**top**, **bat**)

When pupils have guessed the playthings **top** and **bat**, write these words, side by side, on the chalkboard. Ask: "What is the beginning sound in **top**?" (/t/) Circle the **t** in this word. Ask: "Which letter in **bat** has the same sound as the beginning sound in **top**?" (t) "Where is the **t** sound in **bat**?" (At the end of the word.) Now circle the **t** in **bat**.

Find the Letter. Some pupils will be able to read the words in the left columns (from pages 16 through 67) and may be able to identify words in the right columns. However, at this point, the ability to identify new words is less important than the ability to recognize that the beginning sounds of familiar words can occur at different positions in new words.

Begin by asking pupils to pronounce the first word, **pig**, and to identify the beginning **p** sound. Then tell pupils to look at the word **cup** directly across and in the same line as **pig**. Ask: "Can you find a letter in the word **cup** that has the same sound as the beginning sound of **pig**?" (p) "Where is the **p** sound in this word?" (At the end of the word.)

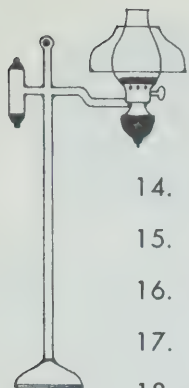


1. <u>p</u> ig	cup	7. <u>n</u> o	can
2. <u>b</u> at	cab	8. <u>e</u> lf	self
3. <u>t</u> op	at	9. <u>c</u> at	cap
4. <u>d</u> og	good	10. <u>k</u> ick	look
5. <u>s</u> at	sat	11. <u>g</u> o	dog
6. <u>m</u> om	ham	12. <u>i</u> n	him
		13. <u>h</u> at	house

84

Have them draw a line around the letter that has the same sound.

After pupils identify the **p** sound at the beginning of **pig** pronounce the word **cup**. In pronouncing the word, help them *hear* the sound as well as *see* the position of the letter in relation to the other letters in the word. Discuss how the same sound can occur at different positions in different words. Continue in the same way with the remaining words.



14. wet wall

15. farm safe

16. visit love

17. on Tom

18. jump jam

19. lamp sail

20. saw sing

21. zebra quiz

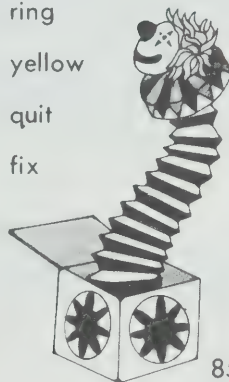
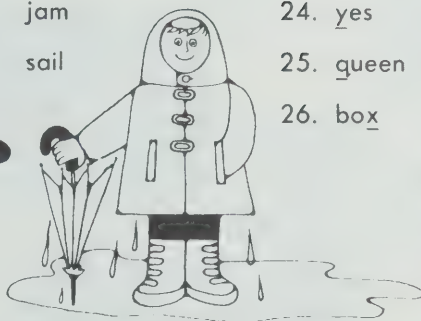
22. up cup

23. red ring

24. yes yellow

25. queen quit

26. box fix



85

Emphasis—Recognition of familiar sounds.

After pupils identify the **w** sound at the beginning of the word wall pronounce **wall** for pupils. In pronouncing each word help them *hear* the sound as well as *see* the position of the letter in relation to the other letters in the word. Continue in the same way with the remaining words.

Note: The position of the key sound varies from word to word.

EVALUATION

Word Grid. Duplicate the following activity. Tell pupils to look at the letter at the beginning of each line. Then have them identify the position of that letter in the words on the right by circling that letter in each word

t	tap	hit	bite
o	on	stop	pot
d	hid	do	did
n	nap	can	bone

SUPPLEMENTARY ACTIVITY

Circle the Letters. Write the following lines of words on the chalkboard.

ant	cat	can	mama
bat	tub	rub	table
top	sat	fat	cute

Ask pupils to pronounce the first word, **ant**, and identify the beginning sound. Circle the letter **a**. Then guide pupils in pronouncing the other words on that same line. Ask for a volunteer to find and circle the letter (or letters) having the same sound as the beginning sound in **ant**. Review this pupil's word with the entire class. Continue in the same way with the words on the remaining lines.

Word Warm-Up. The purpose of this exercise is to show pupils that the beginning sound in a word can occur at the same position or at a different position in other words.

If you have pictures of a dog, bird, cat, and camel, hold them up for pupils to see. Ask how many pupils have one of these animals as a pet. Let a few pupils briefly tell about their pets. Ask if anyone has a camel. Discuss how silly and impossible this would be for most people in this country.

Now write the words **dog** and **bird**, and **cat** and **camel** on the chalkboard. Guide pupils in identifying each word. Ask: "What is the beginning sound in **dog**?" (/d/) Circle the letter **d** in this word. Ask: "Where is the **d** sound found in **bird**?"

(At the end of the word.) Circle the **d** in **bird**. Follow the same procedure in identifying the **c** sound/letter position in the words **cat** and **camel**. Then circle the **c** in each of these words.

Find the Letter. Begin by asking pupils to pronounce the first word, **wet**, and to identify the beginning **w** sound. Then tell them to look at the word **wall** directly across and in the same line as **wet**. Ask: "Can you find a letter in the word **wall** that has the same sound as the beginning sound of **wet**? Where is the **w** sound in this word?" Have them draw a line around the letter that has the same sound.

Emphasis—Rhyming words.

Word Warm-Up. Ask pupils how many of them know the poem "Sing a Song of Sixpence." Tell pupils to listen carefully as you read the poem:

Sing a Song of Sixpence,
A pocket full of rye;
Four-and-twenty blackbirds
Baked in a pie.

When the pie was opened,
The birds began to sing;
Was not that a dainty dish
To set before the King?

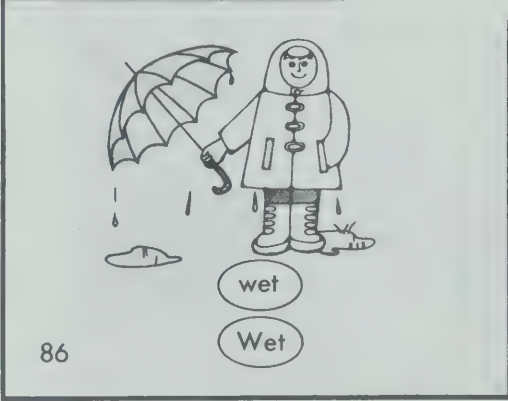
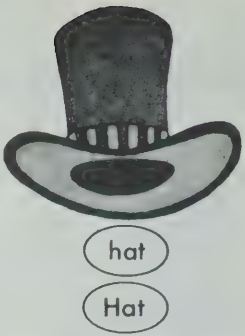
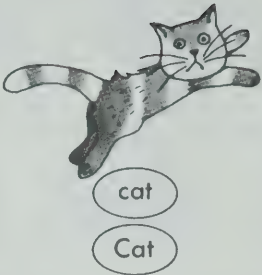
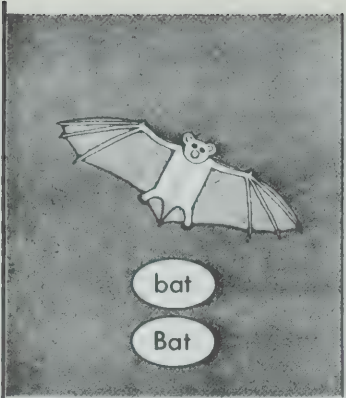
The King was in the counting-house,
Counting out his money;
The Queen was in the parlor,
Eating bread and honey.

The maid was in the garden,
Hanging out the clothes;
When down came a little bird
And snapped off her nose!

Anonymous

Discuss the story that the poem tells. Ask pupils to describe the funny ending.

Tell pupils that the poem contains rhyming words, or words that end with the same sound. Reread the second stanza and emphasize the words **sing** and **king**. Guide pupils in identifying the rhyming sound. (You might want to continue, in the same way, to guide pupils in identifying the rhyming words in the other stanzas.)



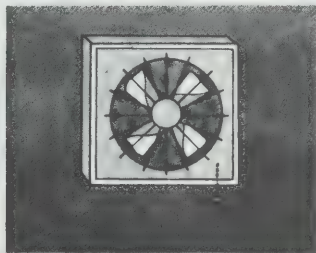
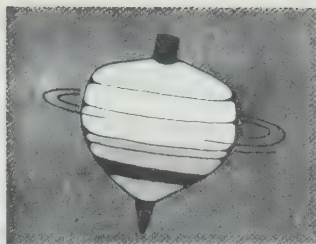
Word Families. This exercise introduces rhyming word families.

Begin by saying: "Words, like people, have families. Some words have large families and some have small families. Let's look at some of the words we've been working with and find out what we can about their families."

Have pupils look at the first row of pictures and pronounce the word names. Then ask: "How are these words alike?" Help them see that **bat**, **cat**, and **hat** are rhyming words that end with **at**. Have them

name other words that could be included in this word family. Write the words on the board and have pupils pronounce them. Call attention to the fact that all of the words end with **at** and therefore have the same final sound, making the words rhyme.

After the words are written on the board ask pupils to read the words to themselves and to see if they can think of a funny story to go with them. (example: "The **fat cat sat** on his **hat** and waved the **bat**.") Let pupils tell their stories to the class. Continue in the same way with line 2, **wet** and **pet**.



87

EVALUATION

Word Grid. Duplicate the following activity. Tell pupils to listen carefully as you read the words in the first line. Have them listen as you reread the first word, **bat**. Then, as you reread the other words in the line, have them circle each word that rhymes with **bat**. Continue in the same way with the remaining lines.

bat	hat	dog	cat
pig	top	big	dig
run	sun	fun	fat
top	sat	mop	stop
can	ran	plan	say

SUPPLEMENTARY ACTIVITY

Rhyme Game. Tell pupils they are going to play a rhyme game. Ask one pupil to stand up and name a word that he knows is a rhyming word. Then ask the other pupils to think of a word that rhymes with this word. Let the child whose turn it is call on pupils who think they have a word. The first pupil to name a rhyming word becomes the next pupil to take a turn in this game.

87

Word Warm-Up. This activity will help pupils in making groups, or families, of rhyming words.

Begin by telling pupils that you are thinking of a word, and that you want them to guess what it is. Explain that the word you have in mind (**cat**) rhymes with the word **hat**. See if pupils can name other words that rhyme with **cat** and **hat**. Then have pupils open their books to page 87.

Making Word Families. Say: "The picture words on this page do not belong to the same word family." Have pupils read the picture words in the top line, noting that they do not end with the same letters. Then say: "Let's think of word families for each of these words." Write the words **pig**, **top**, and **ant** on the board and have pupils suggest rhyming

words for each. (**dig**, **big**, **fig**, and so forth; **bop**, **cop**, **hop**, and so forth; **pant**, **chant**, **can't**, and so forth) Write their suggestions underneath. When each word has a "family" ask pupils to choose a list and make up a funny story to tell the class. Continue in the same way with the remaining words. (**dog**, **saw**, **in**, **up**, **fan**, **red**)

Note: Blends will very likely be suggested by pupils as they suggest word families. If so, write the blends on the board and underline the two beginning letters. Call attention to the letters and to the sound at the beginning of each word. Tell them that when two letters make one sound, the sound they make is called a *blend*.

Emphasis—The /a/ sound spelled a.

can can ran cat fat had hat

The three f_____t
men wore h_____ts as
they r_____n.

Word Warm-Up. To prepare pupils for the activities on pages 88 and 89, say the following rhyme. Tell them to listen for the rhyming words:

Old dancing **Dan**
Was quite a **man**.

Have them repeat the rhyme and name the rhyming words. Ask: "What sounds are the same in both words?" (/an/) Write the words **Dan** and **man** on the chalkboard and ask: "What letters are the same in both of these words?" (an) Have the letters **an** underlined in each. Repeat the process with this rhyme:

The old cat
Was very **fat**.

Now tell pupils to listen as you say say **man** and **cat**. Have them repeat the words. Ask: "What sound is the same in both of these words?" (Elicit the sound /a/.) If they are having difficulty, ask them if the beginning sounds are the same, then if the ending sounds are the same, and finally the middle sounds. Write **man** and **cat** on the chalkboard and ask: "What letter is the same in both of these words?" (a) Have the letter a underlined in each. Help pupils generalize that the /a/ sound is spelled a.

To conclude, ask pupils if they remember the special name of the letter a. (vowel) Ask them to name the four other letters that are also vowels. (e, i, o, u) If necessary, review the vowel lesson on page 83.



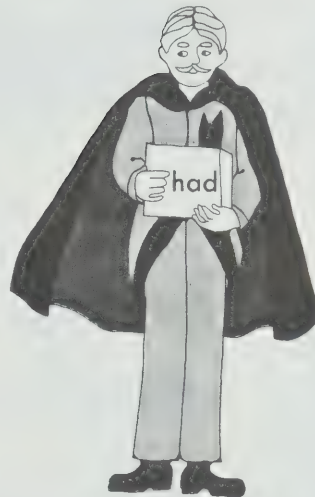
Note: The emphasis in this part of the Transition Supplement is on the sound heard for the vowel letters rather than on the names of the vowel sounds. This will make it easier for pupils to hear the distinctions among vowel sounds.

Listen and Write. Have pupils turn to page 88. Tell them that the words at the top of this page are called *list* words and that they will use these words on pages 88 and 89.

Call pupils' attention to the key word **can**. Ask: "What letter is underlined in **can**?" (a) Then have them read the rest of the words. (The word **can** is

repeated in the list.) Ask: "What sound is the same in all these words?" (/a/) "How is it spelled?" (a)

Call pupils' attention to the picture of the three men. Ask: "What are the men doing?" (running) "Are the men thin or fat?" (fat) "What are they wearing on their heads?" (hats) Point out that the words **fat** and **hat** are in the word group at the top of the page. To elicit other /a/ words ask: "How does the first man look?" (sad) "Why is he sad?" (He dropped his ice cream cone.) Continue by asking about the other two men to elicit that the second man is happy or glad because he has an ice cream cone and that the third man is mad because he



89

didn't get one. Ask: "Do the words **sad**, **glad** (or **happy**), and **mad** have the same vowel sound as the words **can**, **fat**, and **hat**?" (yes)

Call pupils' attention to the sentence next to the picture. Pupils are to: (1) guess what the incomplete words in the sentence are, (2) pronounce each of the words, and (3) write the letter that stands for the /a/ sound in each blank space.

Call attention to the two pictures at the bottom of the page. Have pupils identify them. Tell them to circle the picture whose name has the same vowel sound as the words **fat**, **hat**, and **ran**. (**lamp**) Then ask: "What letter stands for the vowel sound in **lamp**?" (a) Have them write a on the line.

Spell the Sound. Discuss the pictures on page 89 with pupils. Begin by saying: "Each person on this page is missing a hat. How can you tell which hat belongs to which person?" Elicit that both the type of hat and the word written on each hat is a clue. The hat that belongs to each person will have the same word on it that the person has. Ask: "What word is written on the first man?" (**can**) Then ask: "Do you see a hat with the word **can** written on it? Draw a line from the man to the hat." Follow same procedure with the other people.

EVALUATION

Either or both of the following activities may be

used to evaluate pupils' mastery of the list words on pages 88 and 89. The Word Grid activity may be used for all pupils. The Spelling Quiz may be used for those pupils who are able to write the list words independently.

Word Grid. Duplicate the following and have pupils circle the word on each line that is spelled the same as the first word.

cat	cut	cat	cot
can	cab	car	can
had	had	hat	has
fat	fit	fan	fat
ran	run	ran	rat

Spelling Quiz. Use the following procedure when administering this quiz:

1. Read the list word, which is in heavy type in the sentence.
2. Read the sentence to show how the word is used in context.
3. Read the list word again.

Have pupils number their papers from 1 to 6 and tell them that they are to write only the list words. Use these sentences:

1. The old dog is **fat**.
2. Do you have a **cat**?
3. Sandy **had** to go home.
4. The horse **ran** fast.
5. **Can** you go to the party?
6. Where is my **hat**?

SUPPLEMENTARY ACTIVITY

Hearing /a/ in Words. Have pupils number their papers from 1 to 10, and tell them that you will pronounce a word for each number. Whenever they hear a word that has the same vowel sound as the one heard in **fat**, **hat**, and **ran** they are to circle its number. (Answers are in heavy type.)

- | | |
|---------------|---------------|
| 1. tan | 6. pad |
| 2. sun | 7. bet |
| 3. sat | 8. bag |
| 4. cap | 9. bat |
| 5. pot | 10. sit |

Word Warm-Up. To introduce the sound and spelling used in the activities on pages 90 and 91, say the following rhyme. Tell pupils to listen carefully for the words that rhyme:

Oh, Uncle **Ned**,
Get out of **bed**.

Have them repeat the rhyme and ask them to name the rhyming words. Ask: "What sounds are the same in both of these words?" (/ed/) Write **Ned** and **bed** on the chalkboard and ask: "What letters are the same in both of these words?" (ed) Have the letters **ed** underlined in each. To continue, say this rhyme, again telling pupils to listen for the words that rhyme:

How did my **pet**
Get all **wet**?

Have them repeat the rhyme, name the rhyming words, and identify the rhyming sound. Write **pet** and **wet** on the chalkboard and have the letters that are the same in both words identified and underlined.

Now tell pupils to listen carefully as you say the following words: **bed** and **pet**. Have them repeat the words. Ask: "What sound is the same in both of these words?" (/e/) If they are having difficulty ask them if the beginning sounds are the same, then if the ending sounds are the same, and finally the middle sounds. Write **bed** and **pet** on the chalkboard and ask: "What letter is the same in both of these words?" (e) Have the letter e underlined in each. Help them generalize that the /e/ sound is spelled with the letter e.

Rhyme and Write. Have pupils turn to page 90. Remind them that the words at the top of the page are elicit list words and that they will use these words on pages 90 and 91.

red bed red pen wet hen leg

The boy is Ken.

Ken has a hen.

The hen is Fred.

Fred is red.



Call attention to the key word **red**. Ask: "What letter is underlined in **red**?" (e) Then have them read the rest of the words. (The word **red** is repeated in the list.) Ask: "What sound is the same in all these words?" (/e/) "How is it spelled?" (e) Elicit that pages 90 and 91 will deal with the /e/ sound spelled e.

Have pupils discuss the picture until they say the words **red** and **hen**. Point out that the words **red** and **hen** are in the word group at the top of the page. Then have them read the rhyme. Read the rhyme aloud and have them raise their hands every time they hear a word that has the same vowel sound as **red** and **hen**.

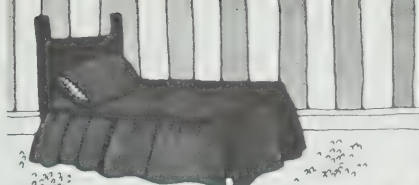
Call pupils' attention to the two writing lines. Ask: "What kind of animal is the poem about?" When they respond **hen** have them write the word **hen** on the first writing line. then ask: "What colour is the hen?" When they respond **red** have them write the word **red** on the second writing line.

The final activity is designed to determine whether pupils can recognize the /e/ sound when they hear it. Let pupils discuss the two pictures at the bottom of the page until they identify the first picture as a dress and the second as a train. Tell them to circle the picture whose name has the same vowel sound as **red** and **hen**. (**dress**) Then ask: "What letter stands for the vowel sound in **dress**?"

Do you sleep in a

bid bed

?



Is the floor

wet wit

?



Do you write with a

pen pet

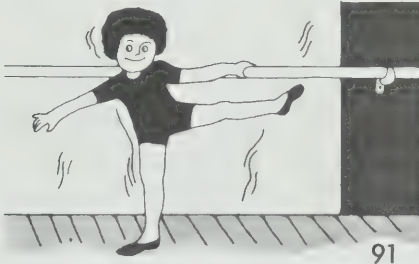
?



Can you stand
on one

leg log

?



91

bed	bid	bad	bed
red	rid	red	rod
hen	hem	hex	hen
wet	wet	wit	web
pen	pin	pan	pen
leg	log	leg	lag

Spelling Quiz. Use the following procedure when administering this quiz:

1. Read the list word, which is in heavy type in the sentence.
2. Read the sentence to show how the word is used in context.
3. Read the list word again.

Have pupils number their papers from 1 to 6 and tell them that they are to write only the list words. Use these sentences:

1. Carl is asleep in his **bed**.
2. Try to stand on one **leg**.
3. Can I borrow your ballpoint **pen**?
4. The Canadian flag is **red**, and white.
5. The **hen** was sitting on her eggs.
6. How did the floor get **wet**?

SUPPLEMENTARY ACTIVITY

Hearing /e/ in Rhymes. Say the following rhymes and have pupils raise their hands every time they hear a word that has the same vowel sound as **red** and **hen**:

I did my **best**
On the spelling **test**.

Who did you **send**
Around the **bend**?

Jack tripped on a **peg**
And hurt his **leg**.

When they respond e have them write the letter e on the writing line.

Finish the Sentence. Call pupils' attention to the first sentence on page 91. Say: "A word is missing from this sentence. What is the word? How can you tell?" Elicit the clues to the answer **bed**. The word **bed** is one of the choices underneath the writing line and there is a picture of a bed next to the writing line. Have pupils write **bed** on the first writing line. Follow the same procedure for the remaining items.

EVALUATION

Either or both of the following activities may be used to evaluate pupils' mastery of the list words on pages 90 and 91. The Word Grid activity may be used for all pupils. The Spelling Quiz may be used for those pupils who are able to write the list words independently and who will benefit from this type of activity.

Word Grid. Duplicate the following and have pupils circle the word in each line that is spelled the same as the first word.

Word Warm-Up. To prepare pupils for the activities on pages 92 and 93, place the following word pairs on the chalkboard:

pig	bib
big	crib

Ask them to say the words in the first pair. (**pig**, **big**) Ask: "What sounds are the same in both words?" (/g/) "What letters are the same in both words?" (**ig**) Underline the letters **ig** in both words. Ask pupils to say the words in the second word pair. (**bib**, **crib**) Ask them to name the sounds and letters that are the same in both words. (/ib/, **ib**) Underline the **ib** in both words.

Now tell pupils to listen carefully as you say the following words: **pig** and **bib**. Have them repeat the words. Ask: "What sound is the same in both these words?" (/i/) If they are having difficulty ask them if the beginning sounds are the same, then if the ending sounds are the same, and finally the middle sounds. Write **pig** and **bib** on the chalkboard and ask: "What letter is the same in both these words?" (**i**) Have the letter **i** underlined in each. Help them generalize that the /i/ sound is spelled with the letter **i**.

Poem Fun. Have pupils turn to page 92. Remind them that the words at the top of the page are called list words and that they will use these words on pages 92 and 93.

Call attention to the key word **pig**. Ask: "What letter is underlined in **pig**?" (**i**) Then have them read the rest of the words. (The word **pig** is repeated in the list.) Ask: "What sound is the same in all these words?" (/i/) "How is it spelled?" (**i**) Elicit that pages 92 and 93 will deal with the /i/ sound spelled **i**.

pig pin six pig sit hit dig

One pig likes to dig.

One pig dances a jig.

Two pigs like to hit.

And two pigs like to sit.



92

Have pupils read the poem and look at the picture. Read the poem aloud and have them raise their hands every time they hear a word that has the same vowel sound as **pig**.

Have pupils discuss the picture until they say all the /i/ words. (**pig**, **dig**, **hit**, **sit**, **jig**, swimming pool, safety **pin**, fish, fishbowl, fishing, dishes, chicks) Point out that the words **pig**, **dig**, **hit**, **sit**, and **pin** are in the word group at the top of the page. Have pupils circle all the objects in the picture whose names have the /i/ sound. Then ask: "How many pigs are there? Count them." (**six**) Point out that the word **six** is also in the word group at the top

of the page. Have them write the word **six** on the first writing line.

For the final activity on this page ask: "What sound do you hear in all the names of the objects that you circled in the picture?" (/i/) "What letter stands for that sound?" When they respond **i** have them write the letter **i** on the writing line at the bottom of the page.

Rhyme Words. Discuss the words on the top of page 93 with pupils. Elicit that they are the list words for pages 92 and 93 and that they all contain the /i/ sound spelled **i**. Explain that they are to

dig pin hit sit pig

win tin

kit pit

jig fig



93

use these words to complete the activity on this page. Say: "Do you see the words **win** and **tin** together on the page next to the writing line? Say these words to yourselves. Which of the words on the top of the page rhymes with **win** and **tin**?" (**pin**) Have them write **pin** on the writing line next to **win** and **tin**. Follow the same procedure for the other two items, noting that the remaining sets of rhymes each have two answers.

The final activity is designed to determine whether pupils can recognize the /i/ sound when they hear it. Let them discuss the three pictures until they identify the first picture as a crib, the

second as a heart, and the third as a witch. Tell them to circle the two pictures whose names have the same vowel sound as **dig**, **six**, and **hit**. (**crib** and **witch**)

EVALUATION

Either or both of the following activities may be used to evaluate pupils' mastery of the list words on pages 92 and 93. The Word Grid activity may be used for all pupils. The Spelling Quiz may be used for those pupils who are able to write the list words independently and who will benefit from this type of activity.

Word Grid. Duplicate the following and have pupils circle the word in each line that is spelled the same as the first word.

dig	dug	dig	dog
pin	pin	pan	pen
hit	hat	hit	hot
six	sit	fix	six
sit	sit	sat	set
pig	peg	fig	pig

Spelling Quiz. Use the following procedure when administering this quiz:

1. Read the list word, which is in heavy type in the sentence.
2. Read the sentence to show how the word is used in context.
3. Read the list word again.

Have pupils number their papers from 1 to 6 and tell them that they are to write only the list words. Use these sentences:

1. Maria will **dig** up the weeds.
2. May I borrow a safety **pin**?
3. **Hit** the ball with the bat.
4. I have **six** dollars in my bank.
5. Kim taught her dog to **sit**.
6. The farmer has three cows and a **pig**.

SUPPLEMENTARY ACTIVITY

Hearing /i/ in Words. Have pupils number their papers from 1 to 10 and tell them that you will pronounce a word for each number. Whenever they hear a word that has the same vowel sound as **pig**, **dig**, **sit**, and **hit** they are to circle its number. (Answers are in heavy type.)

- | | |
|---------------|-----------------|
| 1. wit | 6. nib |
| 2. run | 7. dog |
| 3. fig | 8. did |
| 4. dim | 9. net |
| 5. jam | 10. kick |

Emphasis—The /o/ sound spelled o.

Word Warm-Up. To introduce the sound and spelling used on pages 94 and 95, write the following words in two separate columns on the chalkboard:

fog
log

pop
top

Ask pupils to name other words that rhyme with the words in each column. Ask: "What sounds are the same in the words in the first column?" (/og/) "What letters are the same in both of these words?" (og) Underline the letter **og** in each word. Ask pupils to name the sounds and letters that are the same in the second column. (/op/, op) Underline the **op** in both words.

Tell pupils to listen carefully as you say the following words: log and top. Have them repeat the words. Ask: "What sound is the same in both of these words?" (/o/) If they are having difficulty ask them if the beginning sounds are the same, then if the ending sounds are the same, and finally the middle sounds. Write **log** and **top** on the chalkboard and ask: "What letter is the same in both of these words?" (o) Have the letter **o** underlined in each word. Help them generalize that the /o/ sound is spelled with the letter o.

Rhyme and Write. Now have pupils turn to page 94. Remind them that the words at the top of the page are called list words and that they will use these words on pages 94 and 95.

Call attention to the key word **hop**. Ask: "What letter is underlined in **hop**?" (o) Then have them read the rest of the words. (The word **hop** is repeated in the list.) Ask: "What sound is the same in all these words?" (/o/) "How is it spelled?" (o) Elicit that pages 94 and 95 will deal with the /o/ sound spelled o.

hop **hop** **not** **mop** **hot** **box** **on**

Tom wears his socks

Whenever he hops.

He hops into the box,

And then he stops.



94

Have pupils discuss the picture until they say **hop** and **box**. Point out that the words **hop** and **box** are in the word group at the top of the page. Have pupils read the poem. Then read it aloud and have them raise their hands every time they hear a word with the same vowel sound as **hop** and **box**.

To elicit words for pupils to write on the writing lines ask: "What is Tom doing?" (hopping) Have them write **hop** on the first writing line. Then ask: "What is Tom hopping into?" (**box**) Have them write **box** on the second writing line.

The final activity is designed to determine whether pupils can recognize the /o/ sound when

they hear it. Let pupils discuss the two pictures until they identify the first picture as a clock and the second as a cake. Tell them to circle the picture whose name has the same vowel sound as **hop** and **box**. (clock) Then ask: "What letter stands for the vowel sound in **clock**?" When they respond o have them write the letter o on the writing line.

Finish the Rhyme. Call pupils' attention to the first rhyme on page 95. Say: "The rhyming word is missing from this rhyme. Do you know what it is? How can you tell?" Elicit the clues to the answer **mop**: the word **mop** is one of the choices underneath the writing line, there is a picture of a mop

What is on top
Of my new

map mop

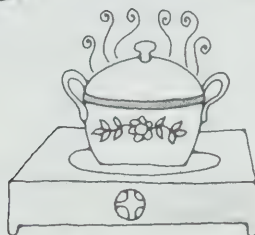
?



Why is this pot
So very

hat hot

?



Is this a spot,
Or is it

not net

?



in on if

95

next to the writing line, and the word **mop** rhymes with **top**. Have the pupils write **mop** on the writing line. Follow the same procedure for the remaining rhymes.

The final activity on this page will determine whether pupils can recognize a list word when you say it. Tell them to look at the three words on the bottom of the page and to circle the word **on**.

EVALUATION

Either or both of the following activities may be used to evaluate pupils' mastery of the list words on pages 94 and 95. The Word Grid activity may be used for all pupils. The Spelling Quiz may be used

for those pupils who are able to write the list words independently and who will benefit from this type of activity.

Word Grid. Duplicate the following and have pupils circle the word in each line that is spelled the same as the first word.

hop	hot	hop	mop
not	net	nut	not
mop	mop	map	hop
hot	hat	hit	hot
box	box	boy	bog
on	in	of	on

Spelling Quiz. Use the following procedure when administering this quiz:

1. Read the list word, which is in heavy type in the sentence.
2. Read the sentence to show how the word is used in context.
3. Read the list word again.

Have pupils number their papers from 1 to 6 and tell them that they are to write only the list words. Use these sentences:

1. Can you **hop** on one foot?
2. Lucy's sweater is **not** where she put it.
3. The **mop** is in the closet.
4. Don't touch the **hot** pan.
5. Put the crayons back in the **box**.
6. Jan's book is **on** the shelf.

SUPPLEMENTARY ACTIVITY

Hearing /o/ in Rhymes. Say the following rhymes and have pupils raise their hands every time they hear a word that has the same vowel sound as **hop** and **box**:

Move the **rock**
Near the **block**.

The horse can **trot**
Through the **slot**.

Hey, Uncle **Bob**,
Turn the **knob**.

Emphasis—The /u/ sound spelled u.

Word Warm-Up. To prepare pupils for the activities on pages 96 and 97, write the following poem on the chalkboard:

Silly old Gus
Rode the bus.
He took a bug
Rolled up in a rug.

Ask for a volunteer to read the poem. Then guide the entire class in reading it. Ask pupils if they think the bug might be a pet. Have them describe what they think Gus looks like, and how people on the bus reacted when he got on with the bug.

Underline the words **Gus** and **bus**. Ask: "What sounds are the same in both words?" (/us/) "What letters are the same in both words?" (us) Circle the **us** in each word. Then ask them to name the sounds and letters that are the same in the words **bug** and **rug**. (/ug/, ug) Circle the **ug** in both words.

Tell pupils to listen carefully as you say the following words: **rug** and **bus**. Have them repeat the words. Ask: "What sound is the same in both of these words?" (/u/) If they are having difficulty ask them if the beginning sounds are the same, then if the ending sounds are the same, and finally the middle sounds. Write **rug** and **bus** on the chalkboard and ask: "What letter is the same in both of these words?" (/u/) Have the letter **u** underlined in each word. Help pupils generalize that the /u/ sound is spelled with the letter **u**.

Poem Fun. Have pupils turn to page 96. Remind them that the words at the top of the page are called list words and that they will use these words on pages 96 and 97.

cup cup cut up run tub sun

Oh! What fun

To sit in the sun.

Rub-a-dub-dub,

Splashing in a tub!



96

Call attention to the key word **cup**. Ask: "What letter is underlined in **cup**?" (u) Then have them read the rest of the words. (The word **cup** is repeated in the list.) Ask: "What sound is the same in all these words?" (/u/) "How is it spelled?" (u) Elicit that pages 96 and 97 will deal with the /u/ sound spelled u.

Let pupils discuss the picture until they say the words **sun** and **tub**. Point out that the words **sun** and **tub** are in the word group at the top of the page. Tell them that the boy's name is Bud and ask them if the name **Bud** has the same vowel as

the words **sun** and **tub**.

Have pupils read the poem. Read the poem aloud and have them raise their hands every time they hear a word that contains the same vowel sound as **sun** and **tub**.

Call pupils' attention to the two writing lines. Ask: "What is shining in the picture?" When they respond **sun** have them write the word **sun** on the first writing line. Then ask: "What is Bud sitting in?" When they respond **tub** have them write the word **tub** on the second writing line.

The final activity is designed to determine

Sally likes to

run fun

Jim jumps

us up

Jane likes to

cut cat

The milk is in the

cap cup



97

Word Grid. Duplicate the following and have pupils circle the word in each line that is spelled the same as the first word.

cup	cap	cut	cup
cut	cup	cut	cub
up	us	up	pup
run	ran	rut	run
tub	tub	tab	rub
sun	sup	sun	run

Spelling Quiz. Use the following procedure when administering this quiz:

1. Read the list word, which is in heavy type in the sentence.
2. Read the sentence to show how the word is used in context.
3. Read the list word again.

Have pupils number their papers from 1 to 6 and tell them that they are to write only the list words. Use these sentences:

1. What is in the **cup**?
2. Bill **cut** his finger.
3. Dad won't let me go **up** the ladder.
4. Sam had to **run** home for dinner.
5. The dog gets a bath in the wooden **tub**.
6. The **sun** was shining on Tuesday.

SUPPLEMENTARY ACTIVITY

Hearing /u/ in Words. Have pupils number their papers from 1 to 10 and tell them that you are going to pronounce a word for each number. Whenever they hear a word that has the same vowel sound as **sun** and **tub** they are to circle its number. (Answers are in heavy type.)

- | | |
|-----------------|----------------|
| 1. hunt | 6. hit |
| 2. cub | 7. duck |
| 3. sat | 8. plum |
| 4. bet | 9. pot |
| 5. truck | 10. pup |

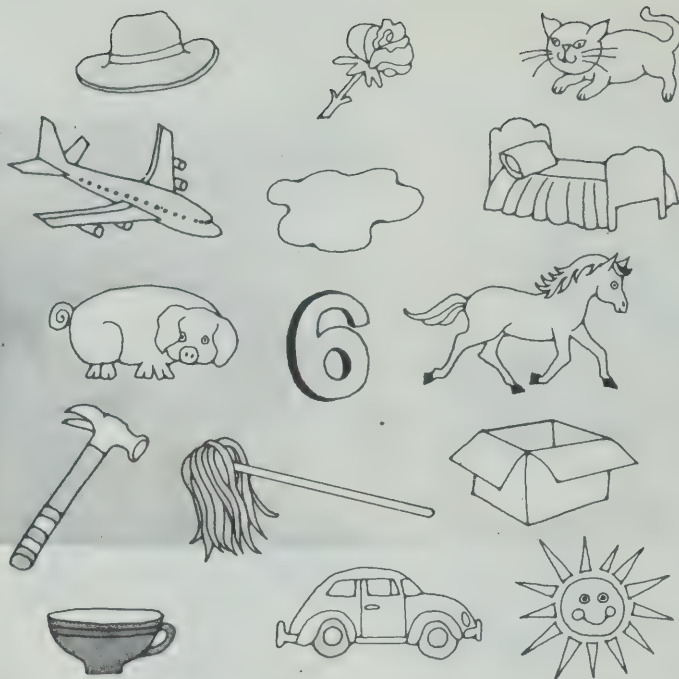
whether pupils can recognize the /u/ sound when they hear it. Let pupils discuss the two pictures until they identify the first picture as a bug and the second as a house. Tell them to circle the picture whose name has the same vowel as **sun** and **tub**. (**bug**) Then ask: "What letter stands for the vowel sound in **bug**?" When they respond **u** have them write the letter **u** on the writing line.

Write the Missing Word. Call pupils' attention to the first sentence on page 97. Say: "A word is missing from this sentence. Do you know what it is? How can you tell?" Elicit the clues to the answer **run**: the word **run** is one of the choices underneath

the writing line and there is a picture of a girl running next to the writing line. Have pupils write the word **run** on the writing line. Follow the same procedure for the remainder of the items.

EVALUATION

Either or both of the following activities may be used to evaluate pupils' mastery of the list words on pages 96 and 97. The Word Grid activity may be used for all pupils. Spelling Quiz may be used for those pupils who are able to write the list words independently and who will benefit from this type of activity.



98

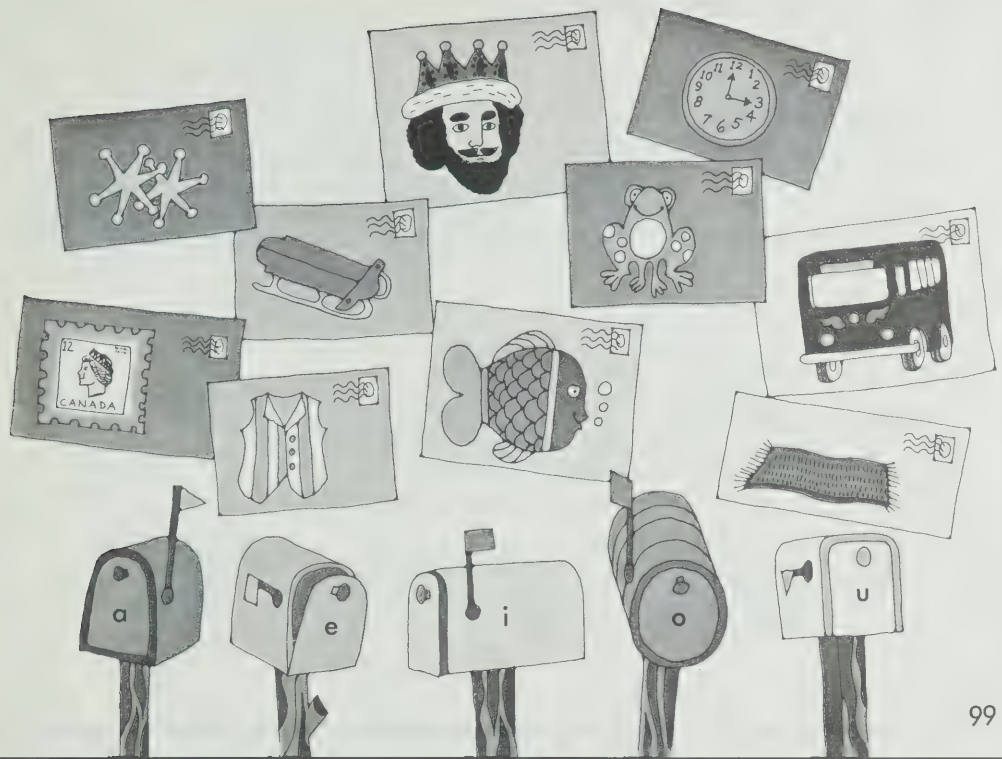
Review Warm-Up. Pages 98 and 99 will check pupils' understanding of the sound-spelling patterns presented on pages 88 through 97. Before beginning, have pupils name the vowel letters. Then say the following words and have them listen for the vowel sound in each: **can**, **hen**, **dig**, **hop**, and **tub**. Have them repeat the words. Write the words on the chalkboard and have pupils identify the vowel sound and the letter that stands for that sound in each word.

Circle and Write. Have pupils turn to page 98. Call attention to the first row of pictures and let them discuss the pictures until they identify the first picture as a hat, the second as a rose (or

flower), and the third as a cat. Ask: "Which two of these three picture names have the same vowel sound?" (**hat** and **cat**) "What sound is it?" (/a/) "What letter stands for that sound?" (**a**) Have them circle the pictures of the hat and the cat and write the letter **a** on the writing line.

Follow the same procedure for the remaining items. Below are the names of the picture for each set:

e: airplane, red, bed
i: pig, six, horse
o: hammer, mop, box
u: cup, car, sun



Draw a Line. The activity on this page will review the sound-spelling patterns of short vowels in words other than list words. Have pupils turn to page 99 and discuss the pictures. Explain to them that they are to mail each letter in the correct mailbox. Ask: "How can you tell in which mailbox each letter belongs?" Elicit that the vowel sound in each picture name must match the letter on the

mailbox. Have pupils identify the first picture as jacks. Ask: "What vowel sound do you hear in jacks?" (/a/) "What letter stands for that sound?" (a) Tell them to draw a line from the picture of jacks to the mailbox with the letter a on it.

Follow the same procedure for the remainder of the activity. The picture names are: **stamp, sled, vest, clock, frog, king, fish, bus, and rug.**

Emphasis—The initial /b/ sound spelled **b** and the initial /g/ sound spelled **g**.

Word Warm-Up. For the initial /b/ sound ask pupils to listen to the following words and tell how they are alike: **boy, ball, and bat**. Have them repeat the words and elicit that the beginning sounds are the same. Then ask: “Does the word **barn** begin with the same sound as **boy, ball, and bat**?” Have them repeat the word **barn** and elicit that it does. Continue by saying: “I am going to say some sentences. Raise your hands every time you hear a word that begins like **boy, ball, bat, and barn**.” Use these sentences:

Betty bounced her **ball** behind the **boat**.

Barney bought **beets, beans, and bananas**.

Ben Barker went to **Banff** and **Bonavista**.

Follow the same procedure for initial /g/, using **girl, go, get, and game**, and these sentences:

Gail got a **goat** as a **gift**.

The **guide** **gained** on the **gorilla**.

Gus gave **gardenias** to the **girls**.

Write the words **boy, ball, and bat** on the chalkboard and have pupils pronounce them. Ask: “What letter is at the beginning of all these words?”

(b) Have the letter **b** underlined in each. Help pupils generalize that the /b/ sound is spelled **b**.

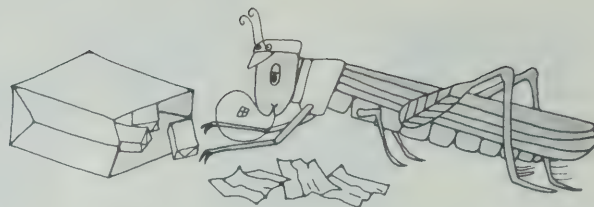
Now repeat this process with the /g/ sound.

Picture Words. Have pupils turn to page 100. Remind them that the words at the top of the page are called list words and that they will use these words on pages 100 and 101.

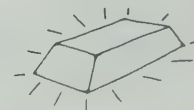
Call pupils’ attention to the key word **big**. Ask: “What letter is underlined in **big**?” (b) Have them read the words **big, bug, and bag**. Ask: “What sound is the same in all these words?” (/b/) “How is it spelled?” (b) Then ask: “What letter is under-

big big bug bag
get get gum

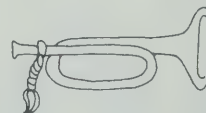
Bob, the big bug, gets
gum from a bag.



gum



bug



100

lined in the key word **get**?” (g) Have them read the words **gum** and **get** in the second row. Ask: “What sound is the same in both of these words?” (/g/) “How is it spelled?” (g) Elicit that pages 100 and 101 will deal with the /b/ sound spelled **b** and the /g/ sound spelled **g**.

Have pupils look at the picture and read the sentence. Discuss the picture with pupils. Elicit some of the list words by asking questions like: “What kind of animal is in the picture?” (**bug**) “Is it big or little?” (**big**) “What else is in the picture?” (**bag**) Point out that the words **bug, big, and bag**

are in the word group at the top of the page.

Have pupils read the sentence. Ask: “What sound do you hear at the beginning of **Bob, big, bug, and bag**?” (/b/) “What letter stands for that sound?” When they respond **b** have them write the letter **b** on the first writing line. Repeat this process with **gum** and **get**.

The final activity on this page is designed to determine whether pupils can recognize the /b/ and /g/ sounds when they hear them. Have pupils read the word **gum**. Then have them identify the three pictures in that line as a girl, pants, and gold.

Look at the

bug bun

He is very

big bit

He is getting

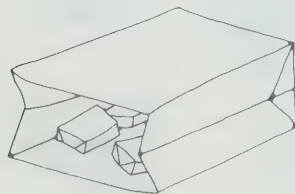
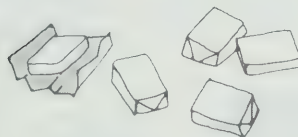
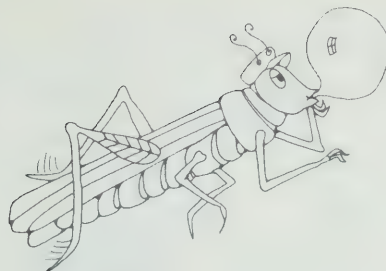
gum tug

The gum is in the

bat bag

get

got



Word Grid. Duplicate the following and have pupils circle the word in each line that is spelled the same as the first word.

big	bog	bag	big
bug	bag	bug	bog
bag	bag	bug	big
get	got	bet	get
gum	gun	gum	yum

Spelling Quiz. Use the following procedure when administering this quiz.

1. Read the list word, which is in heavy type in the sentence.
2. Read the sentence to show how the word is used in context.
3. Read the list word again.

Have pupils number their papers from 1 to 5 and tell them that they are to write only the list words. Use these sentences:

1. Jan has a **big** dog.
2. There is a **bug** on the wall.
3. Do you bring your lunch in a **bag**?
4. Please **get** out your pencils and paper.
5. We can't chew **gum** in class.

SUPPLEMENTARY ACTIVITY

Hearing the Initial /b/ and /g/ Sounds. Say groups of three words and have pupils tell you which two words in each group begin with the same sound as **big**, **bug**, and **bag**. Use these groups:

baby	bite	coat
man	back	bear
bone	berry	door
beaver	rain	bank

Follow the same procedure for the initial /g/ sound, using these groups:

gone	give	name
camp	good	gold
goose	soon	get
got	gear	home

Tell pupils to circle the two pictures whose names have the same beginning sound as **gum**. (**girl** and **gold**) Follow the same procedure for the second row with the bicycle, the bugle, and the horse.

Write the Missing Word. Call pupils' attention to the first sentence on page 101. Say: "A word is missing from this sentence. Do you know what it is? How can you tell?" Elicit the clues to the answer **bug**: the word **bug** is one of the choices underneath the writing line and there is a picture of a bug next to the writing line. Have pupils write the word **bug** on the first writing line. Follow the same procedure for the remainder of the items on this

page. Note that the second response is **big** and the picture clue for this word is the big bug.

The final activity on this page will determine whether pupils can recognize a list word when you say it. Tell them to look at the two words at the bottom of the page and to circle the word **get**.

EVALUATION

Either or both of the following activities may be used to evaluate pupils' mastery of the list words on pages 100 and 101. The Word Grid activity may be used for all pupils. The Spelling Quiz may be used for those pupils who are able to write the list words independently.

Emphasis—The initial /f/ sound spelled **f** and the initial /n/ sound spelled **n**.

Word Warm-Up. For the initial /f/ sound, ask pupils to listen to the following words and tell how they are alike: **fish**, **fork**, and **foot**. Have them repeat the words and elicit that the beginning sounds are the same. Then ask: “Does the word **feather** begin with the same sound as **fish**, **fork** and **foot**?” Have them repeat the word **feather** and elicit that it does. Continue by saying: “I am going to say some sentences. Raise your hand every time you hear a word that begins like **fish**, **fork**, **foot**, and **feather**.” Use these sentences:

Father found Fido out in the field.
We fed food to the fish in the fountain.
The firemen fought the fire in the fog.

Follow the same procedure for initial /n/, using nose, name, nice, and **nine** and these sentences:

The navy needs new napkins.
The neighbors moved on a nice November night.
The nightingale sang a note near her nest.

Write the words **fish**, **fork**, and **foot** on the chalkboard and have pupils pronounce them. Ask: “What letter is at the beginning of all these words?” (f) Have the letter **f** underlined in each. Help pupils generalize that the /f/ sound is spelled **f**.

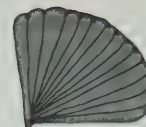
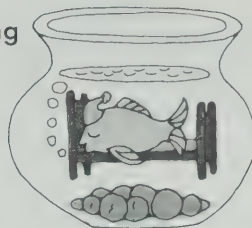
Now repeat this process with the /n/ sound.

Listen and Write. Have pupils turn to page 102. Remind them that the words at the top of the page are called list words and that they will use these words to complete the activities on pages 102 and 103.

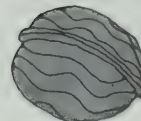
Call pupils' attention to the key word **fun**. Ask: “What letter is underlined in **fun**?” (f) Have them read the words **fun**, **fan**, and **fig**. Ask: “What sound is the same in all these words?” (/f/) “How is it spelled?” (f) Then ask: “What letter is underlined in the key word **nap**?” (n) Have them read the

fun fun fan fig
nap nap nut

The fish is taking
a nap.



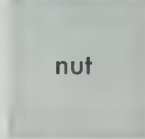
fan fat



nut but



fan



nut



102

words **nap** and **nut** in the second row. Ask: “What sound is the same in all these words?” (/n/) “How is it spelled?” (n) Elicit that pages 102 and 103 will deal with the /f/ sound spelled **f** and the /n/ sound spelled **n**.

Have pupils discuss the first picture on the left. To elicit /f/ and /n/ words, ask: “What kind of animal is in the bowl?” (fish) “What kind of bowl is it?” (fishbowl) Then ask: “Do the words **fish** and **fishbowl** begin like **fun**?” (yes) “What is the fish doing?” (taking a nap) Point out that the word **nap** is in the word group at the top of the page. Then have pupils read the sentence. Say: “Write the

word that tells what the fish is doing on the writing line.” (**nap**)

For the next activity discuss the top picture on the right until pupils identify it as a fan. Tell them to circle the word **fan** under the picture and then to write the letter that stands for the beginning sound of the word on the writing line. Discuss the picture under the fan with pupils until they identify it as a nut. Then have them circle the word **nut** and write the letter that stands for the beginning sound of the word on the writing line.

The final activity on this page is designed to determine whether pupils can recognize the /f/ and



this type of activity.

Word Grid. Duplicate the following and have pupils circle the word in each line that is spelled the same as the first word.

fun	fin	fun	fan
fan	fin	fun	fan
fig	fit	fig	fin
nap	nap	nab	nip
nut	net	but	nut

Spelling Quiz. Use the following procedure when administering this quiz:

1. Read the list word, which is in heavy type in the sentence.
2. Read the sentence to show how the word is used in context.
3. Read the list word again.

Have pupils number their papers from 1 to 5 and tell them that they are to write only the list words. Use these sentences:

1. We had **fun** at the circus.
2. Granny uses a **fan** when it's hot.
3. Can I have a **fig**?
4. My baby brother still takes a **nap**.
5. A cashew is a **nut**.

SUPPLEMENTARY ACTIVITY

Hearing Initial /f/ and /n/ Sounds. Collect pictures from magazines of objects whose names begin with the /f/ and /n/ sounds and mount these pictures on index cards. Have two boxes. Label one box f and the other n. Have pupils choose a card, name the object, and place the object in the correct container.

/n/ sounds when they hear them. Have pupils read the word **fan**. Then have them identify the four pictures next to fan as a feather, a fire, a whistle, and a fox. Tell them to circle the three pictures whose names have the same beginning sound as fan. (feather, fire, and fox) Follow the same procedure for the second row. The picture names are: nine, bee, nail, and nickel.

Fishing Fun. Discuss the pictures on page 103 with pupils. Start by saying: "The children on this page are fishing. Do you know which fish each child will catch? How can you tell?" Elicit that the words written on the children and the words written on the fish are clues. The fish that each child

will catch will have the same word written on it that the child has. Ask: "What word is written on the first child?" (**fun**) Then ask: "Do you see the word **fun** on a fish? Draw a line from the child to the fish." Follow the same procedure with the other children until pupils have drawn lines to the words **fig**, **fan**, and **nut**.

EVALUATION

Either or both of the following activities may be used to evaluate pupils' mastery of the list words on pages 102 and 103. The Word Grid activity may be used for all pupils. The Spelling Quiz may be used for those pupils who are able to write the list words independently and who will benefit from

Emphasis—The initial /d/ sound spelled **d** and the initial /m/ sound spelled **m**.

Word Warm-Up. For the initial /d/ sound, ask pupils to listen to the following words and tell how they are alike: **man**, **mop**, and **moon**. Have them repeat the words and elicit that the beginning sounds are the same. Then ask: "Does the word **meat** begin with the same sound as **man**, **mop**, and **moon**?" Have them repeat the word **meat** and elicit that it does. Continue by saying: "I am going to say some sentences. Raise your hands every time you hear a word that begins with the same sound as **man**, **mop**, **moon**, and **meat**." Use these sentences:

Mary made macaroons and a marble cake.

Mr. Miles munched on the meat and macaroni.

The mountain looked mighty and magnificent.

Follow the same procedure for initial /d/, using **dark**, **dog**, **dust**, and **deer** and these sentences:

Dennis paid a dollar at the door to see the dance.

We played darts on the dark day.

Donna's daddy went downtown to buy a doll.

Write the words **man**, **mop**, and **moon** on the chalkboard and have pupils pronounce them. Ask: "What letter is at the beginning of all these words?" (**m**) Have the letter **m** underlined in each. Help pupils generalize that the /m/ sound is spelled **m**.

Repeat this process with the /d/ sound.

Listen and Write. Have pupils turn to page 104. Remind them that the words at the top of the page are called list words and that they will use these words for the activities on pages 104 and 105.

Call pupils' attention to the key word **dog**. Ask: "What letter is underlined in **dog**?" (**d**) Have them read the words **dog** and **dot**. Ask: "What sound is the same in both of these words?" (/d/) "How is it spelled?" (**d**) Then ask: "What letter is underlined in the key word **mad**?" (**m**) Have them read the words **mad**, **mud**, and **me** in the second row. Ask:

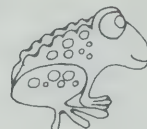
dog dog dot
mad mad mud me

The _____og is in

the _____ud.

Mom and Dad are _____ad.

dog



mud



"What sound is the same in all these words?" (/m/) "How is it spelled?" (**m**) Elicit that pages 104 and 105 will deal with the /d/ sound spelled **d** and the /m/ sound spelled **m**.

Have pupils discuss the picture. To elicit list words ask questions like: "What is the animal in the picture?" (**dog**) "What is she doing?" (playing in mud) "Who do you think the people are?" Elicit the words **Mom** and **Dad**. Then ask: "How do Mom and Dad look?" (**mad**) Point out that the words **dog**, **mud**, and **mad** are in the word group at the top of the page.

Call attention to the sentence next to the picture

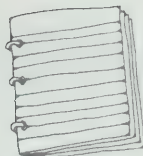
and have pupils: (1) guess what the incomplete words in the sentences are, (2) pronounce each of these words, and (3) write the missing letter on the blank space in each incomplete word. Then ask: "What letter did you write to complete the word **dog**?" (**d**) "Write that letter on the first writing line. What letter did you write to complete the word **mud**?" (**m**) "Write that letter on the second writing line."

The final activity on this page is designed to determine whether pupils can recognize the /d/ and /m/ sounds when they hear them. Have pupils read the word **dog**. Then have them identify the

If I'm not a spot,
Then I must be a

dot

dog



If I'm not a tree,
Then I must be

be

me



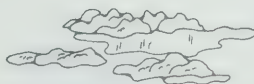
If I'm not sad,
Then I must be

mad

man



dog dot



mud mad

105

four pictures next to **dog** as a dinosaur, a frog, a desk, and a doll. Tell them to circle the pictures whose names have the same beginning sound as **dog**. (dinosaur, desk, and doll) Follow the same procedure for the second row. The picture names are: **mushroom**, **mask**, **monkey**, and **tree**.

Finish the Sentence. Call pupils' attention to the first rhyme on the top of page 105. Say: "The rhyming word is missing from this rhyme. Do you know what it is? How can you tell?" Elicit the clues to the answer **dot**: the word **dot** is one of the choices underneath the writing line; there is a picture of a

dot next to the writing line; and the word **dot** rhymes with **spot**. Have pupils write the word **dot** on the writing line. Follow the same procedure for the remaining rhymes.

For the final activity on this page have pupils discuss the first picture until they identify it as a dog. Then say: "Do you see the word **dog** under the picture? Circle that word." Follow the same procedure for **mud**.

EVALUATION

Either or both of the following activities may be used to evaluate pupils' mastery of the list words

on pages 104 and 105. The Word Grid activity may be used for all pupils. The Spelling Quiz may be used for those pupils who are able to write the list words independently.

Word Grid. Duplicate the following and have pupils circle the word in each line that is spelled the same as the first word.

dog	dig	dug	dog
dot	hot	lot	dot
mad	mad	mid	man
mud	mad	mid	mud
me	my	me	be

Spelling Quiz. Use the following procedure when administering this quiz:

1. Read the list word, which is in heavy type in the sentence.
2. Read the sentence to show how the word is used in context.
3. Read the list word again.

Have pupils number their papers from 1 to 5 and tell them that they are to write only the list words. Use these sentences:

1. Who owns that **dog**?
2. The letter i has a **dot** over it.
3. Ben got **mad** when it rained.
4. My scarf fell into the **mud**.
5. Please give the flower to **me**.

SUPPLEMENTARY ACTIVITY

Hearing the Initial /d/ and /m/ Sounds. Begin a game with pupils by saying: "I am going to the store to buy some meat." Call upon one pupil to repeat the sentence and the word **meat** and add another word that begins with the same beginning sound as **meat**. Go around the room in this manner. Repeat the procedure for the initial /d/ sound.

Emphasis—The initial /p/ sound spelled p and the initial /t/ sound spelled t.

Word Warm-Up. For the initial /p/ sound, ask pupils to listen to the following words and tell how they are alike: **pen**, **pear**, and **pipe**. Have them repeat the words. Elicit that the beginning sounds are the same. Then ask: “Does the word **pan** begin with the same sound as **pen**, **pear**, and **pipe**?” Have them repeat the word **pan** and elicit that it does. Continue by saying: “I am going to say some sentences. Raise your hands every time you hear a word that begins like **pen**, **pear**, **pipe**, and **pan**.” Use these sentences:

Peter passed the
Pat paid for the peanuts with pennies.
The **parson** put a pickle on the **piano**.

Follow the same procedure for initial /t/, using **tent**, **talk**, **tool**, and **table** and these sentences:

Tom took ten turnips to **Tina**’s house.
The terrible **tiger** tore up the tarpaulin.
Tony tarred the top of the house in no time.

Write the words **pen**, **pear**, and **pipe** on the chalkboard and have pupils pronounce them. Ask: “What letter is at the beginning of all these words?” (**p**) Have the letter **p** underlined in each. Help pupils generalize that the /p/ sound is spelled **p**. Repeat the process with the /t/ sound.

Picture Words. Have pupils turn to page 106. Remind them that the words at the top of the page are called list words and that they will use these words for the activities on pages 106 and 107.

Call pupils’ attention to the key word **pot**. Ask: “What letter is underlined in **pot**?” (**p**) Have them read the words **pot** and **pet**. Ask: “What sound is the same in both these words?” (/p/) “How is it spelled?” (**p**) Then ask: “What letter is underlined in the key word **pot**?” (**t**) Have them read the words **top**, **ten**, and **tip** in the second row. Ask: “What

<u>pot</u>	pot	pet	
<u>top</u>	top	ten	tip



Pop has _____en _____ets.

sound is the same in these words?” (/t/) “How is it spelled?” (**t**) Elicit that pages 106 and 107 will deal with the /p/ sound spelled **p** and the /t/ sound spelled **t**.

Ask pupils what is happening in the picture. Tell them that the man in the picture is called Pop. Ask them if the word **Pop** begins like **pot** and **pet**. Then ask: “What is happening in the picture? Do you think Pop owns all the animals?” (yes) “If he owns them what are they called?” (**pets**) Point out that the word **pet** is in the word group at the top of the page. Ask: “What animals do you see in the picture?” (Elicit these animal names: **tiger**, dog,

cat, **parakeet**, **porcupine**, **turtle**, **lion**, **lamb**, **snake**, and fish.) Have pupils circle all the animals whose names begin with the /p/ sound or the /t/ sound.

Continue by saying: “How many pets does Pop have? Count them.” (**ten**) Point out that the word **ten** is in the word group at the top of the page. Call pupils’ attention to the sentence at the bottom of the page. They are to: (1) guess what the incomplete words in the sentences are, (2) pronounce each of these words and (3) write the missing letter on the blank space in each word.

When they have done this, point out the two writing lines and say: “Which letters did you add

top tip pot

EVALUATION

hot dot

hop pop

sip dip

ten



pet



107

Either or both of the following activities may be used to evaluate pupils' mastery of the list words on pages 106 and 107. The Word Grid activity may be used for all pupils. The Spelling Quiz may be used for those pupils who are able to write the list words independently,

Word Grid. Duplicate the following and have pupils circle the word in each line that is spelled the same as the first word.

pot	pat	put	pot
pet	pat	pet	put
top	tap	top	tip
ten	tan	tin	ten
tip	tip	tap	top

Spelling Quiz. Use the following procedure when administering this quiz:

1. Read the list word, which is in heavy type in the sentence.
2. Read the sentence to show how the word is used in context.
3. Read the list word again.

Have pupils number their papers from 1 to 5 and tell them that they are to write only the list words. Use these sentences:

1. What is in the **pot**?
2. I have a dog for a **pet**.
3. It's Gerry's turn to spin the **top**.
4. There were **ten** guests at Maria's party.
5. Janet was careful not to **tip** the paint can.

SUPPLEMENTARY ACTIVITY

Hearing the Initial /p/ and /t/ Sounds. Have pupils look around the room and name as many objects as they can whose names begin with the initial sound in **pet**. Follow the same procedure for the /t/ sound, using **ten** as your word example.

to the sentence to tell you how many pets Pop has? Write that letter on the first writing line." Then say: "Which letter did you add to the sentence to show what Pop has? Write the letter on the second writing line."

Rhyme Words. Discuss the words at the top of page 107 with pupils. Elicit that they are some of the list words for pages 106 and 107. Explain that they are to use these words to complete the activity on this page. Ask: "Do you see the words **hot** and **dot** next to the writing line? Say these words to yourselves. Which of the words at the top of the

page rhymes with **hot** and **dot**?" (**pot**) Have them write the word **pot** on the writing line. Follow the same procedure with the rest of this activity.

The final activity on this page is designed to determine whether pupils can recognize the initial /p/ and /t/ sounds when they hear them. Have pupils read the word **ten**. Then have them identify the four pictures next to **ten** as a tent, a tie, a daisy, and a telephone. Tell them to circle the pictures whose names have the same beginning sound as **ten**. (**tent**, **tie**, and **telephone**) Follow the same procedure for the second row. The picture names are: **pants**, **leaf**, **pumpkin**, and **penguin**.

Emphasis—The final /g/ sound spelled **g**, the final /n/ sound spelled **n**, and the final /t/ sound spelled **t**.

Word Warm-Up. For the final /g/ sound, ask pupils to listen to the following words and tell how they are alike: **fog**, **big**, and **hug**. Have them repeat the words. Elicit that the ending sounds are the same. Then ask: "Does the word **bag** end with the same sound as **fog**, **big**, and **hug**?" Have them repeat the word **bag** and elicit that it does.

Follow the same procedure for the final /n/ sound, using the words **fan**, **fun**, **den**, and **pin**; and for the final /t/ sound, using the words **cat**, **sit**, **hot**, and **net**.

Write the words **fog**, **big**, **hug** and **bag** on the chalkboard and have pupils pronounce them. Ask: "What letter is at the end of all these words?" (**g**) Have the letter **g** underlined in each. Help the children generalize that the /g/ sound is spelled **g** at the end of a word as well as at the beginning.

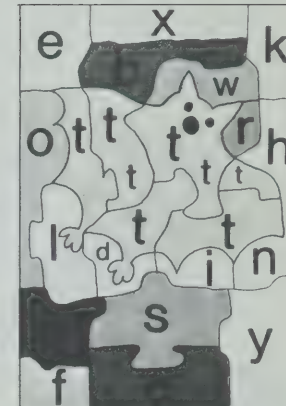
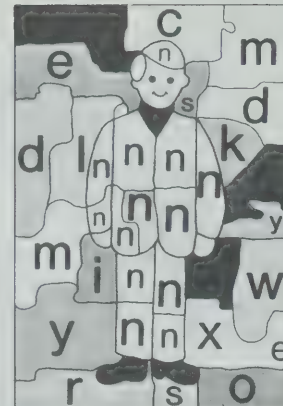
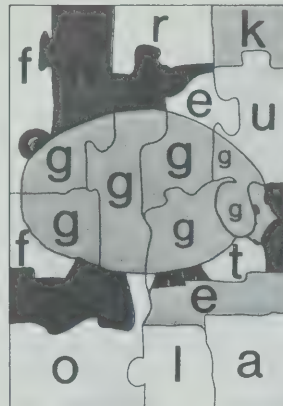
Follow the same procedure for the final /n/ and /t/ sounds until pupils generalize the /n/ sound is spelled **n** at the end of a word as well as at the beginning and that the /t/ sound is spelled **t** at the end of a word as well as at the beginning.

Color and Write. Have pupils turn to page 108. Remind them that the words at the top of the page are called list words and they will use these words to complete the activities on pages 108 and 109.

Call pupils' attention to the key word **hog**. Ask: "What letter is underlined in **hog**?" (**g**) Have them read the words **hog** and **tag**. Ask: "What sound is the same in both these words?" (/g/) "How is it spelled?" (**g**)

Then ask: "What letter is underlined in the key word **man**?" (**n**) Have them read **man** and **win** in the second row. Ask: "What sound is the same in both these words?" (/n/) "How is it spelled?" (**n**) Follow the same procedure for the key word **bat**, eliciting that **bat** and **it** both end with the /t/ sound spelled **t**. Elicit that pages 108 and 109 will deal

hog	hog	tag
man	man	win
bat	bat	it



with the final /g/ sound spelled **g**, the final /n/ sound spelled **n**, and the final /t/ sound spelled **t**.

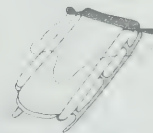
Tell pupils that they are to colour the pictures on this page. Discuss the first picture by asking: "What sound do you hear at the end of the word **hog**?" (/g/) "What letter stands for that sound?" (**g**) Then ask: "Do you see the letter **g** in any sections of the picture? Colour in all the sections that contain the letter **g**." When they have completed this have them identify the picture as a hog. Then have them write the word **hog** on the writing line.

Follow the same procedure for the picture of the bat and the picture of the man.

Circle the Word. Call pupils' attention to the Word Grid on the top of page 109. Explain that they are to circle the word in each line that is spelled the same as the first word.

The final activity on this page is designed to determine whether pupils can recognize the final /g/, /n/, and /t/ sounds when they hear them. Have pupils read the word **hog**. Then have them identify the four pictures next to **hog** as a flag, a jug, a sled, and a dog. Tell them to circle the pictures that have the same ending sound as **hog**. (**flag**, **jug**, and **dog**) Follow the same procedure for the second and third rows. The picture names for

tag	tab	bag	tag
win	won	win	wit
it	it	if	in



the second row are: **sun**, **train**, chair, and **balloon**. The picture names for the third row are: **cat**, wheel, **boot**, and **hat**.

EVALUATION

Either or both of the following activities may be used to evaluate pupils' mastery of the list words on pages 108 and 109. The Word Grid activity may be used for all pupils. The Spelling Quiz may be used for those pupils who are able to write the list words independently.

Word Grid. Duplicate the following and have

pupils circle the word in each line that is spelled the same as the first word.

hog	hot	hog	hop
tag	tap	tab	tag
man	map	man	mad
win	win	won	wit
bat	bet	bit	bat
in	is	if	in

Spelling Quiz. Use the following procedure when administering this quiz:

1. Read the list word, which is in heavy type in the sentence.
2. Read the sentence to show how the word is used in context.
3. Read the list word again.

Have pupils number their papers from 1 to 6 and tell them that they are to write only the list words. Use these sentences:

1. Fred has a **hog** on his farm.
2. We played **tag** at the playground.
3. Mr. Edmonds is a very nice **man**.
4. Did you **win** the game?
5. I saw a **bat** in the garden once.
6. Where did you put it?

SUPPLEMENTARY ACTIVITY

Hearing the Final /g/, /n/, and /t/ Sounds. For final /g/ say word pairs and ask pupils if the /g/ sound is at the beginning or at the end of each word. Use these pairs:

got	tog
lag	gal
mug	gum
gas	sag

For final /n/ use these word pairs:

nap	pan
pin	nip
now	won
ten	net

For final /t/ use these word pairs:

pat	tap
tar	rat
but	tub
tip	pit



110

Review Warm-Up. Pages 110 and 111 will check pupils' understanding of the sound-spelling patterns presented on pages 100 through 109. Before beginning these pages, write the letters **b**, **g**, **f**, **n**, **d**, **m**, **p**, and **t** on the chalkboard. Have the letters identified and ask pupils to think of words that begin with each of these letters. Write the words they suggest under the appropriate letters and have the beginning letter of each underlined.

Circle and Write. Have pupils turn to page 110. Call attention to the first row of pictures and have pupils discuss them until they identify the first pic-

ture as a bug, the second as candy, and the third as a bear. Ask: "Which two picture names have the same beginning sound?" (**bug** and **bear**) "What letter stands for that sound?" (**b**) Have them circle the two pictures with the same beginning sound and write the letter **b** on the writing line.

Follow the same procedure for the remaining items. Below are the names of the pictures for each set:

t: top, chair, tiger
d: dog, desk, hat
p: yellow, pot, porcupine



m g

ad



p g

um



n d

ut



t f

an

tip	top	tip	tap
pet	pit	pet	put
mad	mud	mid	mad

111

Fill In the Letter. Have pupils look at the first picture. Ask: "Does the person look happy? Does the person look sad? Does the person look mad?" (mad) Then say: "Look at the writing line under the picture. Two letters follow it. What are they?" (ad) "Which of the two letters above the picture will form the word **mad** when written on the writing line?" Have pupils write the letter **m** on the writing line. Follow the same procedure for the remaining items.

Word Grid. Have pupils circle the word in each line that is spelled the same as the first word.

Picture Story. The picture on this page contains some of the words and pictures introduced on pages 16 through 67, such as:

pig	up	hat
dog	kick	saw
cat	wet	on
elf	mom	

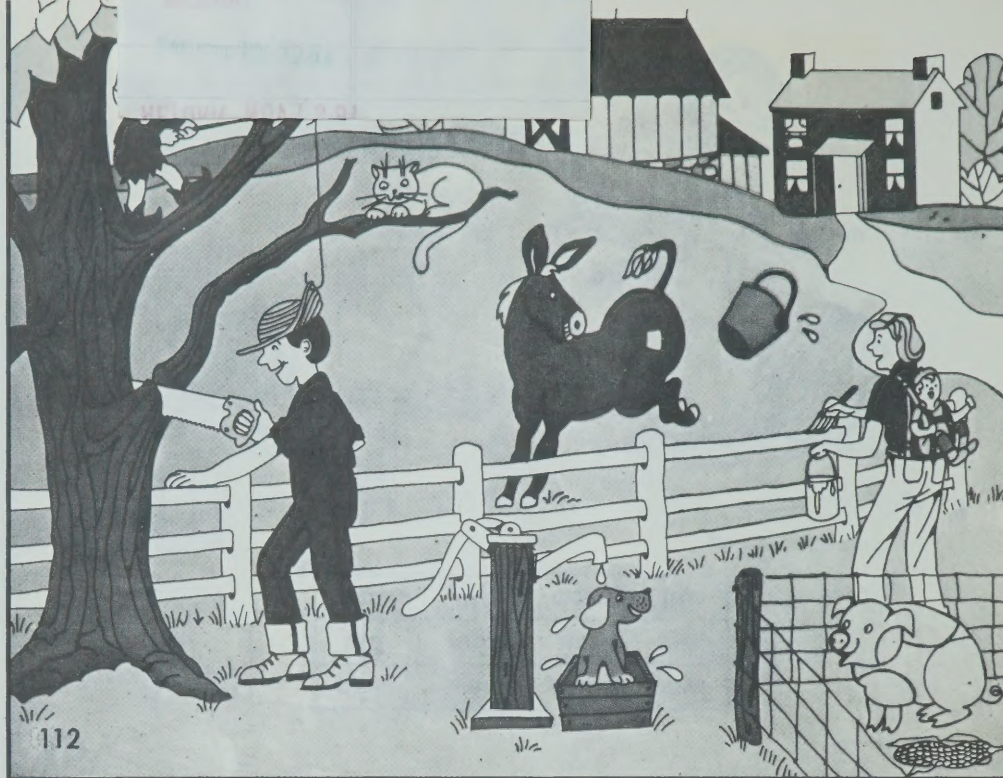
Begin by discussing the overall picture first. Ask a general question, such as: "What is happening in the picture?" Then ask specific questions about the words above, such as: "What is the **dog** doing? Where is the **pig**?"

After pupils have discussed the picture ask them to name all the things in the picture that they recognize. As the words above are named write them on the board. Have pupils pronounce the words after they are written.

As an additional activity you may suggest to pupils that they use the words in a story. Have each pupil tell about something that is happening in the picture, using one of the words on the board. Write their sentences one at a time, one below the other. (One sentence per line.) Try to elicit sentences that tell a story. When the story is complete read it aloud.

In discussing the story emphasize that until this point pupils have been seeing the words alone, without other words. Point out that words must be used with other words in order to write sentences and to tell a story.

Note: This final activity is a word activity. It will allow pupils to use many of the letter sounds and whole words he was introduced to in the preceding activities of the Transition Supplement.



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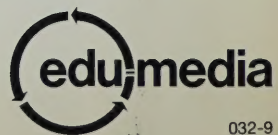
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